
DEPARTMENT OF THE ARMY
SOUTH PACIFIC DIVISION, CORPS OF ENGINEERS
333 Market Street, Room 923
San Francisco, California 94105-2195

YOU AND THE 21ST CENTURY
PROGRAMMING YOUR FUTURE

The South Pacific Division's strategic goal is to ENTER THE 21ST CENTURY AS THE AGENCY OF CHOICE FOR ENGINEERING AND ENVIRONMENTAL SERVICES. We have developed specific programs to achieve the goal. A key program is career development of our professional team members to meet the challenges of the future. We start that effort with individual career programming initiatives such as this career guide.

Individual career programming and visioning is your direct responsibility. In other words, you are your best career manager. Once accepting that premise, you should devote the same energy to developing and refining your career path as you take in other professional work assignments. Take advantage of the wide range of opportunities afforded by the Corps of Engineers. Use this book as a backdrop in studying the system developed to enhance your journey to success in the professional world. Seek out advice and assistance, and locate your own set of mentors in establishing your Individual Development Plan.

I encourage you to discuss this Career Planning Guide with your teammates, supervisor, and Career Program Manager. Keep it updated as the career program changes.

This planning guide was developed by our Engineer and Scientist Career Planning Board to assist you in making your vital career decisions. I encourage you to take advantage of its guidance in developing your career. Our team of highly trained, dedicated professionals will promote the prosperity of the nation through quality engineering services and environmental stewardship.

/original signed/
J. Richard Capka
Brigadier General, U.S. Army
Division Engineer

INTRODUCTION

This book was prepared to assist you in guiding your career. As you will learn if you haven't already, planning for your career development should be a very deliberate act. It is difficult, time consuming, and sometimes frustrating. However, it is something that should not be left to chance if you want to achieve your full potential. Hopefully, this book will help you. Armed with this reference and a strong desire to excel, you can chart your career course and make the most of your talents. It takes a little time, a little networking with associates and mentors, and the efforts of registering in the program and staying actively enrolled in the career fields you are pursuing.

A few words of advice. First, individual career programming and visioning is your responsibility. There are references such as this one and many individuals in the Corps who are willing to help you. However, the responsibility is yours! Second, you are your own best career manager. You have the most to lose or gain from the time spent designing and executing your program, so you have the greatest incentive to do a quality job. Devote the same level of effort to defining and refining your career path as you would on personal and professional activities that are important to you. Third, understand that training and job assignments are important to your career progression, but most important is your DEMONSTRATED job performance. Your "on the job" performance will be the critical factor assessed in requests for training, requests for career enhancing assignments, and requests for ratings of "highly qualified" for referral to higher grades. In summary, demonstrate your value to the organization every day, think about your future, develop a plan, and then make it happen.

Some specific suggestions:

Take advantage of the wide range of opportunities afforded by the Corps of Engineers. Use this book as a backdrop in understanding and planning your journey in the professional world. Throughout your career, you will be faced with choices. Some will be in line with your career goals, and some will take you in another direction. From intern assignments to your executive development opportunities, your career is what you make of it. So make conscious and deliberate choices.

You will need to chart your training and growth through an Individual Development Plan. It should be flexible and continuously updated with realistic expectations. You will need to know what assignments would be professionally rewarding and career enhancing. Do some research, study successful careers, seek a trusted mentor, and consider carefully the advice you get.

Keep your career file current at all times. Know when submissions are due, and spend ample time in preparing them. Review your official file periodically to ensure that it is current and accurate.

On behalf of your Career Planning Board, we trust that this document will help you, and we wish you the best in your career with the Corps of Engineers.

Carl F. Enson, P.E.
Career Program Manager
Senior Executive Service

ACKNOWLEDGEMENTS

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Teresa Pacheco, assisted by Maria Moore, managed and coordinated the entire review and production process. Lynne Stevenson and Trina Farris provided review and editorial comments on the text, graphics, and production process. Barbara Davy, Dick Pike, and Thomas Sellers designed and produced the layout, front cover, tables, and figures.

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ACRONYMS

ACTEDS	Army Civilian Training, Education, and Development System
ARMS	Automated Review and Management System
BRAC	Base Realignment and Closure Act
CDP	Career Development Plan
CPB	Career Planning Board
CPM	Career Program Manager
DA	Department of the Army
E&S	Engineers and Scientists
EDP	Executive Development Program
ESRC	Engineers and Scientists Resources and Construction
FOA	Field Operating Activities
GS	General Schedule
HQDA	Headquarters, Department of the Army
HQUSACE	Headquarters, U.S. Army Corps of Engineers
IDP	Individual Development Plan
IP	Intern Program
KSA	Knowledge, skills, and abilities
MACOM	Major Army Command
SES	Senior Executive Service
TAPES	Total Army Performance Evaluation System
USACE	U.S. Army Corps of Engineers

CAREER PLANNING GUIDE FOR GS SERIES AND SES

GS-5-11

- Engineering and Scientists (E&S)
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- Basic Career Development PlanSection III
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- Referral ProcessAppendix C

ENGINEERING AND SCIENTISTS (E&S) CAREER PROGRAM PLANNING BOARD AND OVERVIEWS

DEPARTMENT OF THE ARMY
SOUTH PACIFIC DIVISION, CORPS OF ENGINEERS
630 Sansome Street, Room 720
San Francisco, California 94111-2206

CESPD-HR-D (15-1a)

MAR 07 1996

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: U.S. Army Corps of Engineers, Major Subordinate Command Screening Panel (USACE MSC) for Engineers and Scientists (Resources and Construction) Career Program for Positions at GS-13 through GS-15

1. Effective 27 November 1995, the following functional representative are appointed as indicated:

CHAIRPERSON: Director, Directorate, Engineering and
Technical Services (South Pacific Division)

MEMBERS: Director, Directorate, Program Management
(South Pacific Division)
Director, Directorate, Human Resources
(South Pacific Division)
Chief, Construction-Operations Division
(South Pacific Division, Los Angeles,
Sacramento and San Francisco Districts)
Chief, Engineering Division (South Pacific
Division, Los Angeles and Sacramento Districts)
Chief, Planning Division (South Pacific
Division, Los Angeles and Sacramento Districts)
Chief, Planning/Engineering Division
(San Francisco District)
Chief, Programs and Projects Management
Division (Los Angeles, Sacramento and San Francisco Districts)
Facilities Engineering (U.S. Army Information Systems Command,
Fort Huachuca, AZ)
Research and Development (U.S. Army Engineer Waterways
Experiment Station, Vicksburg, MS)

EXECUTIVE
SECRETARY: Personnel Staffing Specialist, Directorate of Human Resources
(South Pacific Division)

EX OFFICIO
MEMBER: Equal Employment Opportunity Manager
(South Pacific Division)

CESPD-HR-D

SUBJECT: U.S. Army Corps of Engineers, Major Subordinate Command Screening Panel (USACE MSC) for Engineers and Scientists (Resources and Construction) Career Program for Positions at GS-13 through GS-15

a. Appointed as: Members of the USACE MSC SCREENING PANEL FOR ENGINEERS AND SCIENTISTS (RESOURCES AND CONSTRUCTION) CAREER PROGRAM FOR POSITIONS AT GS-13 THROUGH GS-15, South Pacific Division, San Francisco, CA 94111-2206.

b. Authority: AR 690-950 (Career Management).

c. Purpose: To discharge the major command responsibilities for screening and developing referral recommendations for individuals eligible for Engineers and Scientists (Resources and Construction) Career Program positions at GS-13 through GS-15.

d. Period: Indefinite

e. Special Instructions: All substitutions are subject to approval of the Chairperson. The Chairperson may designate the members required to attend Reconsideration and Mid-Year Panel meetings. Members present, provided the Construction, Engineering, Operations, Planning, and Programs and Project Management functions are represented, shall constitute a full panel.

2. This memorandum supersedes Memorandum, CESPD-HR-D, 3 April 1995, subject: Major Command Screening Panel for Engineers and Scientists (Resources and Construction) Career Program for Positions at GS-13 through GS-15.

/original signed/
BRUCE K. SCOTT
Bridgadier General, U.S. Army
Commanding

DISTRIBUTION:

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Plus: 1-Ea Individual Concerned

1-CESPD-RM-M

DEPARTMENT OF THE ARMY
SOUTH PACIFIC DIVISION, CORPS OF ENGINEERS
630 Sansome Street, Room 720
San Francisco, California 94111-2206

CESPD-HR-D (310 – 10a)

MAR 07 1996

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: Designated of U.S. Army Corps of Engineers, Major
Subordinate Command (USACE MSC) Career Program Manager for
Engineers and Scientists (Resources and Construction) Career Program

1. Effective 27 November 1995, **CARL F. ENSON**, Director,
Directorate of Engineering and Technical Services, is designated as indicated:

a. Designated as **USACE MSC CAREER PROGRAM MANAGER FOR
ENGINEERS AND SCIENTISTS (RESOURCES AND CONSTRUCTION) Career Program,**
South Pacific Division, San Francisco, CA 94111-2206.

b. Authority: AR 690-950-1 (Career Management)

c. Purpose: To execute managerial responsibilities for the Engineers and Scientist
(Resource and Construction) Career Program; to provide Technical advice and guidance on career
program management and assignments; to support effective career planning and progress; to
approve/disapprove reassignments to key positions as authorized by AR 690-1-950; and to serve as a
resource person for line supervisors in providing information to individuals in the career field.

d. Period: Indefinite

e. Special Instructions: NA

/original signed/
BRUCE K. SCOTT
Brigadier General , U.S. Army
Commanding

DISTRIBUTION:
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MEMBERSHIP
USAED, SOUTH PACIFIC
Engineers and Scientists (Resources and Construction)
Career Program Planning and Rating Board

CHAIR: Carl F. Enson, P.E., Regional Career Program Manager
Patricia Andrews, Human Resources Director
B. Diana Montgomery, Equal Employment Opportunity
Lisa Lewis, Executive Secretary

CONSTRUCTION OPERATIONS

CESPD Michael Grebinski, P.E.
CESPL George Beams, P.E.
CESPK Donald Dennis, P.E.
CESPN Max Blodgett, P.E.

ENGINEERING

CESPD Jack Farless, P.E.
CESPL Robert Koplin, P.E.
CESPK Brian Doyle, P.E.
CESPN Joseph Raoul, P.E./Tom Kendall District Career Program Manager

PLANNING

CESPD Robert Vining
CESPL Robert Joe, District Career Program Manager
CESPK Walter Yep
CESPN Joseph Raoul, P.E./Tom Kendall

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CESPD William Dawson, P.E.
CESPL Brian Moore, P.E.
CESPK Lewis Whitney, P.E. District Career Program Manager
CESPN Arijs Rakstins

RESEARCH and DEVELOPMENT

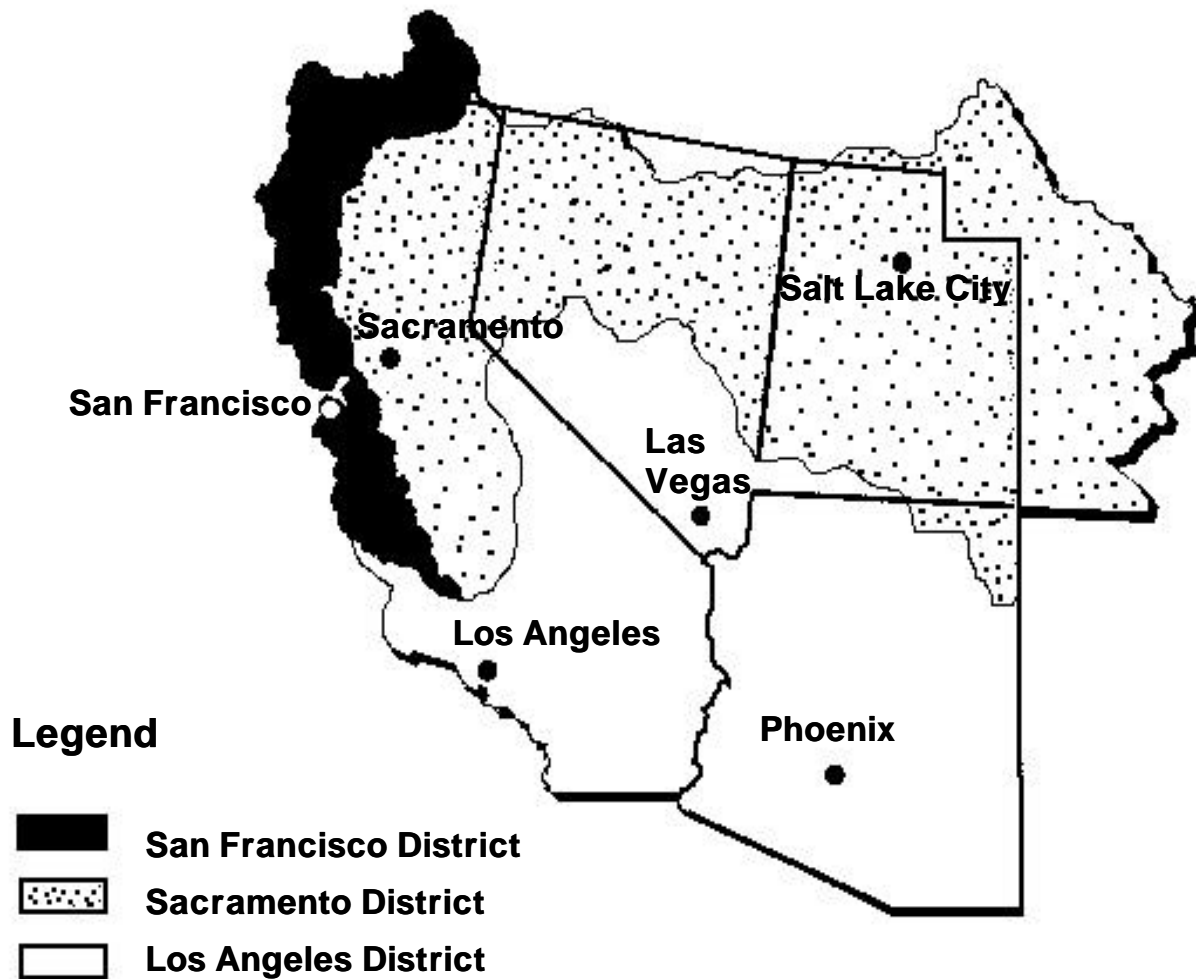
CEWES William Marcuson, P.E.

FACILITIES

USAISC James Furry, Board Member, P.E.

SOUTH PACIFIC DIVISION

SOUTH PACIFIC DIVISION



SOUTH PACIFIC DIVISION

The concept of "divisions" within the U.S. Army Corps of Engineers emerged late in the nineteenth century in response to an increasing workload nationwide and the limited communications technology of the day. An expanding population, the advance of engineering and inventions, and the greater geographic reach of the Army engineers made operations at the district level more complicated and time-consuming. Hence, the establishment of four division offices east of the Continental Divide in 1888, plus the San Francisco-based South Pacific Division.

Before there was a South Pacific Division, however, there had been strong Corps presence on the Pacific Coast and in the Great Basin. Easily topographic reconnaissance, railroad surveys, wagon routes, and fortifications solidified the contribution the engineers would make to westward expansion. In 1851, stimulated by the phenomena of the war with Mexico (1846-1848) and the California Gold Rush (1849), the need for engineering expertise in matters of coastal defense, river and harbor improvements, navigation, flood control, and eventually irrigation led the office of the Chief of Engineers to create the Board of Engineers for the Pacific Coast. Like its counterpart in New York City (the Atlantic Coast board), this body oversaw project studies and development over a vast territory from Canada to Mexico, and from the Rocky Mountains to the Pacific Ocean.

For the next 4 decades, the Pacific Coast board operated in much the same fashion as a modern-day division. The first commander of the "Pacific Division" in 1888 was Colonel

George H. Mendell, long acquainted with military and civil works functions since his days as a young lieutenant on the Pacific slope prior to the Civil War. Mendell and his associates developed a strong relationship with state and regional political and civil leaders: a circumstance that eased the transition to a full division in later years.

The issues facing Mendell and his successors over the past century have been influenced by the environmental and cultural diversity of the region the South Pacific Division serves. National forces of economic change, technologic innovation, and social maturation have completed with the desert, mountain, and coastal topography for the attention of the South Pacific Division command and staff. International factors of war also controlled the South Pacific Division's fate, since the Pacific Rim has influenced American military and foreign policy heavily from the 1898 Spanish-American War through the conflict in Vietnam.

Through all these time periods, the South Pacific Division has overseen the delivery of a wide variety of services through its districts in Los Angeles, Sacramento, and San Francisco. Army engineer water projects offer flood protection, hydropower, recreation, irrigation, and navigation to the region of the country now considered the fastest growing of all. Military work now includes twenty-first century concepts in space travel and defense. The projects have changed, but the challenge first met by engineer officers a century ago and more remains: to enhance the land and lifestyle of the people in the West.

**LOS ANGELES
DISTRICT**

LOS ANGELES DISTRICT

On New Years Eve in 1898, a small nucleus of 18 Army engineers, working out of an office in downtown Los Angeles, began building a breakwater in San Pedro Bay. As the years passed, that project evolved into the superport complex of Los Angeles-Long Beach Harbors, now one of the largest man-made harbors in the world.

Today, the Los Angeles District still plays a major role in studying how the ports of Los Angeles-Long Beach can manage the increasing tons of cargo to pass through the ports by the year 2020, in keeping with the tremendous growth of trade between the countries of the Pacific Rim.

The district has grown and employs both military and civilian employees since the first District Engineer Captain J.J. Meyler and crew began working in San Pedro Bay.

The skills found in the district today have increased from stonemasons and laborers to include not only engineers, but also planners, biologists, geologists, archeologists, real estate experts, environmentalists, budget analysts, economists, attorneys, computer experts, public affairs specialists, surveyors, and draftsmen who use Computer Aided Design techniques. They contribute their skills toward the efficient operation of a complex public engineering agency.

The Los Angeles District is one of the larger Corps districts in the United States, covering more than 226,000 square miles in four western states: all of Arizona and parts of California, Nevada, and the southern tip of Utah. Within its boundaries you will find snow covered mountains, nearly arid deserts, the Grand Canyon, Death Valley, and sprawling metropolises of Los Angeles, San Diego, Las Vegas, and Phoenix.

Corps area and resident offices are located throughout the district's area of operation to better serve its customers in the Civil Works, Military, and Support for Others programs.

Protection from flood damage in major urban and agricultural areas has been and will continue to be a major emphasis of the district.

The district has built or improved 15 harbors along its 420 miles of shoreline from Morro Bay to the Mexican Border. When the material dredged from harbor maintenance projects is of good quality, it is used to renourish nearby beaches.

The district improves navigation along the coast and inland waterways; combats the problems of beach erosion, coastal storm damages, and streambed erosion; and cooperates with other elements of the Corps to devise innovative solutions.

The Los Angeles District is involved in military construction at Army and Air Force bases in Arizona, California, and Nevada. Projects include family housing, dormitories, chapels, theaters, and hospitals.

The district considers environmental concern of utmost priority, and opportunities for restoration of environmental resources are considered under the civil works program. Furthermore, under the Clean Water Act and Section 10 of the River and Harbor Act of 1899, the district safeguards wetlands and navigable waters.

Through floods, fires, and earthquakes, you will find Los Angeles District working around the clock to assist communities (friends and neighbors) throughout our area of responsibility.

**SACRAMENTO
DISTRICT**

SACRAMENTO DISTRICT

The Sacramento District's earliest missions began in the late 1800s. These missions were to improve navigation and to repair and prevent stream damage caused by hydraulic mining debris. This work expanded to surveying most of the streams and rivers within its boundaries. The Sacramento District became a separate district of the Corps in October 1929. The district's military mission was added with the start of the World War II.

The district's workload, staff, and geography have continued to expand. Today team members handle work in all or part of eight states covering 300,000 square miles and 300,000 miles of waterways. Sacramento District's missions include planning, design, construction, regulatory, real estate, recreation, and environmental services.

The district is a Corps design center of expertise for hazardous, toxic, and radiological waste cleanup; the Automated Review and Management System (ARMS) for managing design review comments; and wash racks for, tanks, trucks, and other vehicles.

CIVIL WORKS MISSION

Civil works activities include flood control, water supply, navigation, recreation, regulatory, water quality, fish and wildlife conservation and enhancement, environmental cleanup, and disaster response.

Under Section 404 of the Clean Water Act of 1972 and Section 10 of the Rivers and Harbors Act of 1899, the district safeguards navigable waters and wetlands throughout its 300,000 square miles.

The Sacramento District provides clean up of Superfund sites for the U.S. Environmental Protection Agency.

In addition, the district provides engineering services to a variety of other Federal agencies including the Bureau of Indian Affairs, National Aeronautics and Space Administration, Federal Aviation Administration, Resolution Trust Corporation, and General Services Administration.

MILITARY WORKS MISSION

The Base Realignment and Closure (BRAC) program affects Army and Air Force installations for which the Sacramento District does planning, design, construction, and real estate work. Under BRAC, the district has large programs for homeowners assistance, environmental cleanup, reuse, and disposal.

Traditional projects include automated warehouses, test and repair facilities for aircraft and other equipment, dental clinics, barracks, family housing, day care centers, and hospitals. Cleaning up hazardous, toxic, and radiological waste at military installations throughout the district is a growing activity.

In mid-1993, the district completed the Chemical Demilitarization plant at Tooele Army Depot in Utah. This plant will destroy the 42 percent of the nation's chemical weapons stockpile stored at Tooele.

**SAN FRANCISCO
DISTRICT**

SAN FRANCISCO DISTRICT

The San Francisco District was established in 1866 with authority for river and harbor work on the Pacific Coast, and engineering responsibility for the entire Pacific Coast area west of the Rocky Mountains and extending from Canada on the north to Mexico in the south and to the Hawaiian islands to the west.

Today the district's area of responsibility covers approximately 25,000 square miles and includes the highly urbanized San Francisco Bay Region. Most of the territory is in a narrow strip along the northern California coastline for approximately 600 miles, rarely more than 50 miles wide, from the Klamath River Basin in southern Oregon to just south of Monterey.

The San Francisco District civil works missions include navigation and coastal maintenance and improvements to ports and harbors, regulatory compliance and permit activities, flood control, emergency management, and mobilization.

The district's operation and maintenance program includes dredging projects totaling 4-1/2 million cubic yards annually in the Bay Area navigation channels, as well as constructing channels for deep draft cargo vessels. Debris collection on San Francisco Bay, which averages 60 tons per month, is another high visibility mission.

There are environmental aspects in every project and study undertaken by the district, and in each of the hundreds of dredging and development permit decisions made each year by the district engineer. San Francisco District has tens of thousands of acres of valuable wetlands within its

jurisdiction. Protecting these wetlands is an important part of the district's mission. The district is a leader in coordinating environmental activities with such agencies as the U.S. Environmental Protection Agency, U.S. Fish and Wildlife Service, National Marine Fisheries Service, the California Regional State Water Board, and the San Francisco Bay Conservation and Development Commission.

The San Francisco Bay Hydraulic Model in Sausalito is a scientific hydraulic tool used by engineers, scientists, and planners to analyze, in a laboratory setting, the effects of change on the physical tidal forces of the bay and delta region. The Bay Model Visitor Center, one of only nine Class A Corps visitor centers in the nation, provides public information and education programs focusing on the environmental, historical, and cultural elements of the San Francisco Bay region. It attracts an average of over 150,000 annual visitors.

In addition, the district has constructed two multipurpose, flood control reservoirs, Lake Mendocino and Coyote Dam, near Ukiah and Lake Sonoma and Warm Springs Dam near Healdsburg.

San Francisco District also provides a variety of services to other Federal agencies. Current projects include work in design, engineering, environmental work, contracting, permitting, and project and construction management. Types of projects include pier construction, dredging, and storm water discharge permitting for the U.S. Coast Guard and U.S. Maritime Administration.

**ENGINEERS AND
SCIENTISTS (E&S)
CAREER PROGRAM**

ENGINEERS AND SCIENTISTS (E&S) CAREER PROGRAM

E&S CAREER PROGRAM OBJECTIVE

The main objective of the E&S Career Program is to provide enough trained, highly qualified personnel for future technical and managerial positions.

To achieve this objective, two distinct career development paths have been established: technical and managerial.

Technical Career Path:

The technical career employee will strive to become a recognized expert in his/her field, and will devote a major portion of time to the application of this specialty to current problems. Accordingly, he/she must keep abreast of new technical developments in that specialty and take the lead in prompt application.

Through the technical career path, an individual may attain, without cross training in other technical specialties, a Section Chief position in his/her district office or a Staff Specialist position in division office. The supervisory responsibilities of Section Chief and similar positions also entail specific supervisory training requirements listed in the Career Ladders section.

To advance beyond Section Chief positions, technical career employees will normally have to consider technical position opportunities at division or HQUSACE level, or in special laboratories or research organizations such as the U.S. Army Cold Regions Research and Engineering Laboratory, U.S. Army Construction Engineering Research Laboratory, or U.S. Army Engineer Waterways Experiment Station.

Managerial Career Path:

The individual who follows a managerial career path should receive cross training by reassignment in at least two technical functions (Planning, Project Management, Engineering, Construction, Operations, Research and Development, and Facilities) to complete effectively for district and higher level managerial positions. Cross training will normally be in GS-11 through GS-13 positions to give an individual a reasonably broad base of experience.

The rationale for reassignments includes recognition of the need to:

- ◆ develop adaptability of changing conditions;
- ◆ develop familiarity with several technical and organizational functions;
- ◆ develop managerial skills such as work planning and organizations;
- ◆ expand working relationship with varying groups of people; and
- ◆ emphasize the need for mobility.

An effective manager does not have to be a technical expert in the field, but must understand the fundamental principles of the technical area as well as related fields. For, example, not all study managers in planning are engineers. The interdisciplinary position in the Corps allows social scientists, biologist, landscape architect, and physical scientists to also work as study managers at GS-11 and GS-12 levels.

Goals and Personal Career Planning:

Additional factors inherent in this plan are listed below and are discussed in more detail in subsequent sections.

- ◆ Each employee in the E&S Career Program should develop a personal career plan (see Your Career Planning section). Goals and personal plans may change according to future needs. You should expect to develop a 5-year career plan in conjunction with your performance evaluations and to assist with preparation of your annual Individual Development Plan (see appendix A).
- ◆ Counseling will be available to help you prepare your career plans.
- ◆ There is no set time limit for developmental purposes. The times presented in the plan should be used as guides only. Experience and performance will be key factors in consideration for advancement and development.
- ◆ Merit selection and equal opportunity principles will be followed.

Performance and Training:

There are two parts to career development: performance and training. Each is critically important to your career advancement.

Each employee must "earn his/her way up" rather than "learn his/her way up." Emphasis will be placed on the quality of performance in each position. Both performance and training are discussed in this section under Standards and Qualities.

CAREER OPPORTUNITIES AND CHOICES

An employee who enters the E&S Career Program is in a training position at the GS-5 or GS-7 level and is referred to as an intern or functional trainee. Supervisors will work with you to develop a plan for your career path which may include job rotation.

Intern Programs (IP):

Department of Army (DA) interns are centrally funded, and spaces are provided by DA. They are trained in accordance with an Army-wide training plan that requires rotational assignments between functional areas.

Local interns are funded and spaces provided by the district. They are trained in accordance with an Army-wide training plan that requires rotational assignments between functional areas.

When you enter the intern program, you will receive a overview of your career field and a basic orientation in the various engineering or scientific missions and functions of the organization. This orientation and initial work experience should help you begin to develop an awareness of your abilities, interests, and possible career goals.

An intern advisor will work with you to develop a plan for your rotation through each major function at the division/district, evaluate your progress, answer questions, and provide guidance in any aspect of your training and development.

Employees who enter employment at the GS-9 or GS-11 level will normally be assigned directly to a position in one of the major functional areas, that is, Planning, Project Management, Engineering, Construction, Operations, Research and Development, and Facilities, and will increase their knowledge and professional skills in a technical specialty.

At the GS-11 level, you will have a better idea of job interests and whether you want to move into technical or managerial direction. Each year during counseling for completion of your IDP, your supervisor will ask you to indicate your career goals.

Functional Trainees:

Funds and spaces for trainees are provided by the district. They are trained in accordance with IDP's developed yearly by the supervisor and normally provide assignments within one functional area. The trainee's supervisor serves as the advisor.

Functional trainees will normally be hired at the GS-5 or GS-7 level and promoted to their target grade (usually GS-9 or GS-11) without competition.

Technical Career Path:

If you decide on a technical career, you should concentrate on gaining the best-specialized experience and training possible. To build a strong career as a technical specialist, you should seek to gain experience of at least 2 to 4 years duration in one technical area, and then at least 2 to 4 years in another technical area.

You may acquire additional knowledge, skills, and abilities (KSA's):

- ◆ through details to other positions,

- ◆ by developmental/rotational assignments, or
- ◆ by reassignment to other functions.

Managerial Career Path:

If you decide to prepare yourself for a managerial career, you will be considered for reassignment to a wider segment of the engineering and the sciences. As reassignment opportunities become available, you should be prepared to take advantage of them.

To reach key leadership positions, you will have to make choices. Your chances of reaching these key positions will be affected by training and development decisions and actions that begin at the GS-11/12 level.

Reality Checks:

In planning for your career goals, you should continually make "reality checks" to ensure that you have the required knowledge, skills, and abilities to prepare and qualify for the positions you are interested in and being considered for. The higher the grade you are seeking, the fewer the possibilities are for advancement.

STANDARDS AND QUALITIES

Education, Training, and Experience:

One of the difficulties you face in making career decisions is knowing what is specifically needed to move in each career direction. Education, training, and experience are basics for each position. Individuals will not be denied promotion solely because of the lack of specific training courses. If promoted, however, the individual must complete the necessary training courses within a reasonable time.

In some instances, training and/or experience in a specific area may mean one person is rated best qualified. For any position, education, training, and experience, whether considered basic or desirable, are designed to provide the individual with avenues for professional growth while enhancing their value to the operating efficiency and effectiveness of the division and its districts.

Prior to making the decision to focus your career goals on a management path, you should understand that should you achieve your goal, you will need to give up some of your hands-on technical work. You will need to learn to effectively lead employees and delegate responsibility and accountability to subordinates. This will require a different set of skills than you may have received through your engineering/scientific curriculum in college. The Corps offers a wide range of training to help you develop the skills necessary to make a successful transition into management. Counseling discussions with your supervisors, your career Program Manager (CPM), and other mentors can help you objectively assess your strengths and weaknesses and develop an IDP to suit your needs.

If your goal is to move into a leadership position in either the technical or management career path, you should strive to develop your oral and written communication skills. There are a variety of courses available to you through both government and non-government sources to help you enhance these skills. In addition, many communities have Toastmasters and Toastmistress or similar organizations which can provide you with practical speaking experience in a non-threatening atmosphere.

As your IDP is outlined and reviewed by you and your supervisor, you need to consider your present job responsibilities, the performance objectives for that job, your career goals, and a plan to achieve those positions you want in the future. Your supervisor will help you determine whether the career goals you have outlined will coordinate with the Corps mission and goals.

Total Army Performance Evaluation System (TAPES):

Your supervisor will review your performance several times during the annually rating periods. For GS-9 through GS-15, including career interns (at any level), objectives and responsibilities are reviewed, evaluated, and documented on the Tapes Senior System Civilian Evaluation Report, DA Form 7222, with special attention to performance of major objectives. You and your supervisor will develop the Senior System Civilian Evaluation Report Support Form, DA Form 7222-1, to document your current objectives during each rating cycle. Your performance must be maintained at acceptable levels, or above, to progress to higher level jobs.

You will want to make your evaluation report as meaningful as possible. To prepare for the annual evaluation process, you should outline your training and development needs, and indicate how specific classes and temporary assignments will improve your performance.

Qualities of a Technical or Managerial Professional:

You may also have questions about the qualities associated with a technical or managerial professional. While an all-inclusive list of qualities is impossible to provide, the following list of qualities is impossible to provide, the following list is significant. These qualities are fairly general, but are typical of those used to establish selection criteria in determining reassignment priorities.

A technical professional in an engineering or scientific organization can be described as a person who has:

- ◆ Technical competence in a specialty and is willing to do whatever is necessary to maintain expertise in that specialty.

-
- ◆ A confident attitude and willingness to accept responsibility for decisions relating to technical problem solving.
 - ◆ Willingness to consider new or different ideas or divergent points of views relating to the technical specialty.
 - ◆ Ability to share and work well with others as a team.

A managerial professional in an engineering or scientific organization can be described as a person who has:

- ◆ Objectivity and fairness in evaluating people on ability and in judging situations on facts and circumstances.
- ◆ Capacity to adjust to change, work pressures, or difficult situations without undue stress.
- ◆ Capacity to "see the job through."
- ◆ Leadership capability.
- ◆ Technical competence in the engineering or scientific field.
- ◆ Above average skills in both oral and written communication.

The number of supervisory and management level positions is limited. Accordingly, the competition is keener as one moves to higher positions in the organization. It is important for you to do a "reality check" to make sure you want to have supervisory or managerial responsibilities.

However, position objectives can be met; the characteristics and qualities previously described are attainable. Individuals who attain them will be among those who will be considered for reassignments. These criteria and the general

selection procedures are discussed in the next several pages of this planning guide.

CONSIDERATIONS FOR CAREER PROGRESSION

Career Progression to Full Performance Level:

If you entered the career program as an intern at the GS-5 or GS-7 level, you were progressively promoted to the GS-9 level. After meeting minimum eligibility requirements and attaining satisfactory performance levels in each grade, you will normally advance to the full performance level of GS-11 without further competition.

If you were hired as a GS-9 and/or filled a vacancy announcement, potential to a GS-11 is usually written in the vacancy announcement. Promotions to the GS-12 level will follow the merit promotion system.

Our merit promotion plan requires GS-12 positions to be announced "competitively" by means of a vacancy announcement. New announcements are posted weekly on your electronic bulletin board in the Human Resources section. If you wish to be considered for a position, you will need to apply for it by completing and submitting the forms specified in the announcement normally within 2 weeks of the opening date. Your application will be rated for basic qualifications by a Human Resources specialist. If you are to be among the most highly qualified applicants, you will be referred to the selecting supervisor for consideration. The selecting supervisor will assess your qualifications relative to the specific job-related knowledge, skills, abilities, and other characteristics of the position and those of the other applicants. The supervisor will then select the "best qualified" person for the position.

Flexibility and Mobility:

Lateral assignments will be used extensively to meet the objectives of the career program. Your desire and willingness to be flexible in lateral assignments will be an added advantage when you are considered as a promotion potential.

Another consideration is mobility. "Geographic mobility" involves a move to a different city for job purposes, and "occupational mobility" involves a job change (for example, designer to project engineer, or construction engineer to design engineer). Occupational mobility may or may not involve geographic mobility.

Generally, no geographic or occupational mobility" is required for the technical career person to reach Section Chief level in district offices. However, the number of section chief positions is limited; therefore, your chances for this type of job are limited. To obtain higher level positions, the technical career person may have to consider moving to other districts, other division offices, HQUSACE, or research and development organizations. Relocation decisions are personal, but geographic mobility may be necessary or desirable to achieve individual goals.

Details, Developmental and Rotational Assignment:

In order to expand your KSA's, you can be detailed to another position in your own or another work area. Your supervisor can provide you with information regarding details.

Developmental/rotational assignments within each district are normally for a 1-year period; however, there are 6 -month to 4-year rotations. Employees who are offered rotational assignments have indicated an interest in such assignments.

Career Program Managers and supervisors usually rotate persons by an exchange with another branch or functional office, backfilling someone on long-term training, or filling temporary vacancies. If the job experience or requirement is critical to the employee or to the Functional Chief, a developmental/rotational assignment can be initiated without an exchange. Your supervisor can give you information on developmental and rotational assignments.

Increased emphasis is being placed on developmental assignments for managerial/executive employees; therefore, it is important for you to discuss your interest in this type of assignment with your supervisor.

Professional Registration:

Some management positions at Branch Chief level and above require professional registration. Even if it is not a requirement for a targeted position, professional registration is universally recognized as evidence of technical excellence. Professional registration, although not mandatory, is strongly recommended at the GS-11/12 level.

If you are preparing for your professional registration examination and certification, you may want to review, update, and expand your knowledge by attending one of the refresher courses at a local college.

BASIC CAREER DEVELOPMENT PLANNING

BASIC CAREER DEVELOPMENT PLANNING

CAREER DEVELOPMENT/PREPARATION OF INDIVIDUAL DEVELOPMENT PLAN

Knowledge, Skills, and Abilities:

Demonstrated job performance is the key to advancement. As you begin to develop some awareness of your career goals, your individual interests, and the ways your KSA's relate to your current job, you should discuss your interests and needs with your supervisor to formulate your career development plan. Your supervisor, an independent mentor, or your CPM will tell and/or show you how to prepare training requests and initiate developmental or rotational assignments to help you increase KSA's required at various grade levels.

Individual Development Plan:

The IDP is your initial career planning document and is usually completed during: (1) your annual performance evaluation, (2) early each calendar year, or (3) during the annual training survey.

Your career goals and training needs should be identified and discussed with your supervisor during your first counseling session, annual performance evaluation, or annual training survey.

- ◆ What are your current training needs? Do these training needs relate directly to your KSA's?
- ◆ What is the job/position you would like to be working in within the next year or two?
- ◆ What additional training, education, and/or development do you think you need to be "well qualified" for the job/position you have identified?

- ◆ What is the job/position that you would like to have in 2 to 3 or 4 to 5 years?
- ◆ What additional training, education, and/or development do you think you need to be well qualified for the long-range goal you have identified?
- ◆ Do you think you want to be a supervisor/ manager or executive in the future? What position would you like to work toward?
- ◆ Do you plan to take additional classes, on your own time, to increase your knowledge or skills?

CAREER COUNSELING RESPONSIBILITIES

Career Counseling by Supervisors, Managers, and CPM's:

Career counseling is the way supervisors, managers, the CPM, and human resource specialists provide you with career program information. This information helps you identify career goals and develop plans to achieve your goals. Counseling begins with a supervisor's evaluation of your expressed desires and your potential to move into a more responsible or different position. Counseling leads to preparation of a career plan or IDP that outlines your short- and long-range career goals, and identifies the types of training and development needed to prepare you to achieve your goals.

In addition, counseling helps you understand the goals and objectives of the Corps so that your personal goals can be coordinated with those of the district, division, and HQUSACE.

Proper planning for individual development and for effective staffing in the engineering and scientific fields depends on a realistic and impartial counseling system. Counseling will assist you to develop an IDP specifically designed to enable you to advance in your chosen career field.

Counseling promotes a closer understanding between you and your immediate and second-line supervisors. The consideration given and discussion regarding your career evaluation and IDP are serious tasks and should take into account your lifelong ambitions and expectations. To help you reach the highest point of development must be based on information presented. This information must be accurate and comprehensive; it is your responsibility to ensure that it is. In addition, during IDP preparation each year, you and your supervisor should reassess whether your long-range goals are obtainable and realistic.

CAREER MANAGEMENT SYSTEM

Career Management System Responsibilities:

Supervisors are responsible for counseling employees to help them understand the purpose of the career management system and to assist in developing career plans and goals. These plans should be consistent with your supervisor's assessment of your career development potential, your desires, and opportunities available for career development and progression. Supervisors should furnish information about the career management system and ensure that you have access to information in Corps regulations on career management.

Career program managers have essential information about their respective career programs to help you make informed career decisions. CPM's will be the principal counselors to supervisors on functional career program matters.

Line of Communication in E&S Career Program:

There are two line of communication in E&S Career Program management and administration:

- ◆ The CPM and your supervisor.
- ◆ The Human Resource Directorate.

The Directorate of Human Resources office is responsible for the effective administration of the E&S Career Program in these primary areas of responsibility:

- ◆ Compiling applicant list and processing requests.
- ◆ Processing appointment documents and ensuring compliance with regulatory, administrative, and procedural requirements.
- ◆ Processing promotion rosters, coordinating ad hoc committees, and ensuring regulatory processes.
- ◆ Assisting supervisors/managers with training needs and requirements, and processing requests.
- ◆ Providing program support and technical assistance on career management actions taken to support equal employment goals.
- ◆ Ensuring use of available recruitment sources including those that provide qualified minorities, women, and physically challenged.

CAREER DEVELOPMENT COORDINATION

Responsibility for Career Development Coordination:

Career development and coordination relate to all aspects of your employment with the Corps, from the date of your selection for a position through orientation to your job and to the Corps. This coordination continues through developmental and rotational assignments, promotion actions, reassignments, and training, including any long-term training you may be qualified for during your employment.

You are responsible for your own career development coordination and planning; however, you may need advice and assistance from your supervisor and management to formulate your plans to be consistent with functional needs. Involving supervisors and CPM's in career planning can ensure that your career development is consistent with both functional and individual interests and needs.

Career counseling logically leads to development of a career plan that includes your short- and long-range career goals and the actions needed to achieve them. Career planning is a responsibility shared by you, your supervisor, the CPM, and the Human Resource office. A realistic, well-conceived career plan should be flexible enough to accommodate changed or unexpected development opportunities and to recognize multiple ways to reach your goals.

Career Development Coordination Counseling, Performance Problems:

Career development coordination and counseling should normally occur during the annual preparation of your Senior System Civilian Evaluation Report Support Form and IDP development. However, if you have had performance during the career evaluation period,

your supervisor will counsel you on a need to improve current performance and focus on remedial actions for improvement before giving attention to career planning. When the supervisor determines that your performance has improved to an acceptable level, further career development planning should be discussed to help you develop an updated career plan.

CAREER TRAINING, EDUCATION, DEVELOPMENT ACTIVITIES/RESOURCES

Career Training, Education, and Development Activities:

Career counseling will help you set realistic career goals, and your supervisor will help you with training, education, and development activities related to your career goals. Your supervisor will also advise you of functional requirements in your section or branch that will be needed within a specific time frame.

Examples of Planned Training and Development Activities:

- ◆ On-the-job training.
- ◆ Attendance at government-sponsored or non-government formal training courses.
- ◆ Rotational assignments within your function, to another function, to division, or to HQUSACE.
- ◆ Long-term training.
- ◆ Participation in professional societies.
- ◆ Self-development programs to improve skills (on your own time and expense).

Career Training, Education, and Development Resources:

Your supervisor has a Managers and Supervisors Training Handbook ("Purple Book"), which lists technical training available and the sources. The Purple Book is a primary source for the courses (referred to as PROSPECT courses) conducted and coordinated by the Corps training center in Huntsville, Alabama. Besides the PROSPECT courses in Huntsville, there are numerous other locations and your own locality where these courses are conducted during the fiscal year. Your supervisor will help you determine which courses are required and the grade level at which you should apply for the training. These technical training courses apply to a wide range of jobs and are very important to persons pursuing a technical career. The Career Ladders section indicates the recommended grade levels for these courses.

Your functional element has a Catalog of Civilian Training, Education, and Professional Development Opportunities, which lists professional and long-term training programs. The training coordinator also has a copy of the annual training catalog from the regional Office of Personnel Management which lists subject-specific supervisory and basic management training, and the catalog of management seminars offered through the Executive Seminar Centers each fiscal year.

Local colleges and universities can help you acquire the knowledge necessary to increase your skills and abilities on your current or desired future jobs. There are many nongovernment seminars and workshops provide needed knowledge and skills.

Human Resources:

The Human Resources office will secure space allocation for all government training and will inform your supervisor when you are

scheduled to attend training outlined on your IDP. You and your supervisor should make every possible effort to ensure that you attend scheduled training. In many cases, tuition must be paid even if you do not attend. In addition, supervisors and managers are subject to budgetary limitations that may affect your training requests.

EMPLOYEE RESPONSIBILITIES IN/ FOR CAREER DEVELOPMENT

Employee Training, Education, and Development Responsibilities:

You are responsible for seeking training and education that will ensure that all performance objectives are met or exceeded. In addition, you are responsible to:

- ◆ Seek advice and assistance from your supervisor in gaining more in-house experience in proper operation of equipment.
- ◆ Seek sources of information available at the Corps library or local libraries that will aid in work assignments.
- ◆ Ask for details on other jobs/positions in order to enhance knowledge and skills.
- ◆ Attend off-duty and night classes, when appropriate, to increase knowledge for the current job or for future job assignments.
- ◆ Develop a weekly/monthly reading list of periodicals, professional publications, and books which will assist you in gaining updated knowledge regarding your current job or future job assignments.

Your advancement as a technical or managerial careerist depends on your commitment to your current job, and to those jobs you identify as holding future interest for you and for your career with the Corps.

Outlined in the Career Ladders section are the areas of competition for require training and developmental assignments, and for other training specified by regulation which you will need as you progress up the career ladders illustrated in the Career Ladders section.

Because the Corps is continuously involved in new missions and because employees are being developed to move forward into jobs required by the changing environment, there is a constant need for individuals to deal with new tasks, perform new roles, and provide new leadership. If you are willing and able to move forward with new job assignments, it is important that you have the skills to perform these new job assignments.

The KSA's outlined in the Career Ladders section are significant to your career development, and are identified on the master training plan(s) in that section so that you will be able to identify all of your required KSA's.

YOUR CAREER PLANNING

YOUR CAREER PLANNING

CAREER PLANNING FOR TODAY, TOMORROW, AND YOUR FUTURE

Education, Training, and Development that are needed within the next year or two should be listed on your IDP each year, and these needs and requirements adjusted as your goals of the mission of the Corps changes.

You are responsible for taking charge of your own career growth and planning. You must look ahead, identify career goals and objectives, and then document these goals and objectives on an IDP.

When you have identified your long-range goals and the position (s) you want to prepare for, you should outline a 5-year career development plan such as the one in this section. You may then want to project your career goals and continue with a 10-year career development plan, then a 20-year plan, and so forth.

Your supervisor, mentor, and CPM will answer your questions and assist you in securing the information you need regarding the knowledge, skills, and abilities you now can identify, or those which you must acquire in order to work to your fullest potential on your current job or any future position you have established as your goal.

Supervisors, middle managers, and top-level managers have a responsibility to work closely with each of their employees to clarify their individual goals and objectives; to secure needed training, education, and development for the employee; and to work that employee's skills, knowledge, and abilities into the framework of the Corps mission.

Mentor/Mentoring:

It is frequently advantageous to select a mentor to assist you in the development of your career from a formal mentoring program, if your district or the division has such a formal program.

Or you can select someone informally, such as a person who has a good perspective of the Corps mission, and of how your organization fits into the broader goals and objectives that transcend day-to-day routine operations. If a formal mentoring program is not available to you, your supervisor, intern advisor, or CPM can provide the name(s) of possible mentors.

A mentor is a person (or persons) willing and able to devote time to discuss and review your career plans with you and to guide and direct you in your career planning. This person is usually a supervisor or manager who knows your background (or you are willing to share this information with that person) and who also knows or can surmise where you fit most comfortably in your organization. A mentor may serve as a "sounding board" in order for you to clarify your career plans in your own mind. Then you will be able to incorporate your personal and family requirements more cohesively with your work situation.

You will want to review your options for a mentor and decide whether to discuss your career desires and needs with:

- ◆ a person in another function where you may have an interest in being reassigned,
- ◆ a person who does mentoring for a number of employees and has an excellent overview of all types of training, educational, and developmental avenues,
- ◆ or an individual who is a personal friend and can guide you in career and personal goals and objectives.

MENTOR WORKSHEET

PAST MENTORS AND THEIR EFFECTS ON MY LIFE AND CAREER:

POTENTIAL MENTORS IN MY CURRENT JOB:

ASSISTANCE FROM EACH POTENTIAL MENTOR (INFORMATION, GUIDANCE, OR REASSURANCE):

CAREER DEVELOPMENT WORKSHEET - 1-TO 5-YEAR PLAN

NAME:

CURRENT JOB:

GRADE:

MENTOR:

CAREER GOALS AND OBJECTIVES:

Next 1 to 5 years

Long Term

TRAINING TO REACH GOALS:

Technical/Scientific Training

Computer Skills

Oral and Written Communication

Supervisory/Management/Leadership Training

Developmental/On-The-Job Assignment

CAREER DEVELOPMENT WORKSHEET - 5-TO 10-YEAR PLAN

NAME:

CURRENT JOB:

GRADE:

MENTOR:

CAREER GOALS AND OBJECTIVES:

Long term goal(s) during next 5 to 10 years

Career goal(s) for my long-range planning

HISTORY AND ROAD MAP TO REACH GOALS:

Technical
Training

Personnel
Training

Management/
Leadership
Training

Developmental/
On-the-Job
Assignments

Personal Development
(Including professional
society activities)

CAREER DEVELOPMENT WORKSHEET - 10-TO 20-YEAR PLAN

NAME:

CURRENT JOB:

GRADE:

MENTOR:

CAREER GOALS AND OBJECTIVES:

Long term goal(s) during next 10 to 20 years

Career goal(s) for my long-range planning

HISTORY AND ROAD MAP TO REACH GOALS:

Technical
Training

Personnel
Training

Supervisory/
Management/
Leadership
Training

Developmental/
On-the-Job
Assignments

Personal
Development
(Including professional
society activities)

CAREER LADDERS

CAREER LADDERS

Army Civilian Training, Education, and Development System (ACTEDS) for Engineers and Scientists

Purpose:

This system pertains to all DA civilians eligible for coverage under the E&S Career Program. ACTEDS defines the blend of technical, supervisory, managerial, and leadership training at the appropriate intern (GS5/7/9), intermediate (GS-11/12), and management (GS-13/14/15) stages of a professional's career (see figure 2).

Structure:

This plan provides the structure for assuring that high potential civilians receive the training and developmental opportunities necessary to allow them to fill key positions, and that division and the districts receive maximum productivity with our resources. Specifically, it ensures that high potential professionals who aspire to key positions will have opportunities as follows:

- ◆ For developmental assignments to obtain broader career skills and knowledge which will help prepare for career progression.
- ◆ To strengthen field knowledge, experience, and operations management capability.
- ◆ To strengthen policy development capability.
- ◆ To strengthen managerial and leadership skills.
- ◆ To have a road map to "key" on-the-job experiences and training.

E&S professionals generally work in these seven functional areas: Planning, Project Management, Engineering, Construction, Operations, Research and Development, and Facilities. The work processes, required management skills (other than personnel management), and required technical backgrounds are substantially different in each area.

To reach key positions you must make choices. Your chances of reaching these positions will be affected by demonstrated job performance, training, and development decisions and actions that begin at the GS-11 and GS-12 levels.

Each activity will evaluate training and development needs and budget for locally controlled training resources. Division will allocate HQUSACE funding to each district for specifically identified training, education, and development.

CAREER DEVELOPMENT/ INDIVIDUAL DEVELOPMENT PLAN

Target Position:

If you have identified a target position, you will be guided by your supervisor in developing a Career Development Plan in accordance with a career ladder under the ACTEDS program. The CDP should identify all activities necessary to reach your desired goal.

During your annual performance objective review, you and your supervisor should develop an Individual Development Plan that will list courses and details/developmental assignments for the next 5 years which will continue to advance you toward

GENERAL CAREER LADDER FOR KEY ESRC POSITIONS

SES



Management Level

GS - 13/14/15

Experience in career functional area(s). A Broad base of diversified management and technical experience and knowledge within the functional area(s) is essential to advance to the position of functional chief. Developmental assignments at field or headquarters level may be appropriate. Long-term training (technical, management, or leadership) may be appropriate at this level.



Intermediate Level

GS - 11/12



Experience in career functional area(s). A broad base of diversified technical experience and knowledge within the functional area(s) will be essential to advance. Rotational developmental assignments within and without the functional area are appropriate. Long-term technical training may be appropriate at this level.



Intern Level

GS - 5/7/9



Rotational experience in multiple functional areas.

your career goal. The IDP used by the districts and division is available from your supervisor or the training coordinator for your functional area.

An updated/amended IDP should be completed, reviewed, and signed whenever there is a major reassignment or promotion.

Career Ladders:

Your supervisor and/or mentor will have career ladder information and development plans to help you with your career planning. You will compete for training that is required to move up the career ladder toward a desired key position.

Career ladders are typical career paths for progression to key positions in the major functional areas. These career ladders are not considered the only way to reach a key position, but they are the most likely way. These ladders provide for crossing functions, but it is difficult in practice above the GS-12 level. Tables 1-7 show career ladders.

Figure 3 shows possible cross-functional moves based on similarities in basic technical skills and interrelationship of missions (that is, certain functional areas interact to carry out the mission). Cross training in more than one subspecialty is highly recommended to advance to key positions in that function. Cross training between functions is also desirable.

DEVELOPMENTAL AND/OR ROTATIONAL ASSIGNMENTS

Key Leadership Position Developmental Requirements:

Division and district CPM's should identify positions which are suitable for providing developmental and/or rotational assignments. Developmental assignments are very important and are identified as mandatory to obtain the necessary competencies for key leadership positions.

A common requirement for key positions is extensive middle management experience in the functional area far beyond that which can be gained by a short assignment. Your IDP should show the developmental assignments which, along with long-term assignments to positions in the career ladders, provide the competencies necessary for maximum effectiveness in key positions.

TRAINING PLANS

Key Leadership Position Training Requirements:

To be considered for a key position, you should strengthen your training in supervision, management and leadership, communications, and resource management skills.

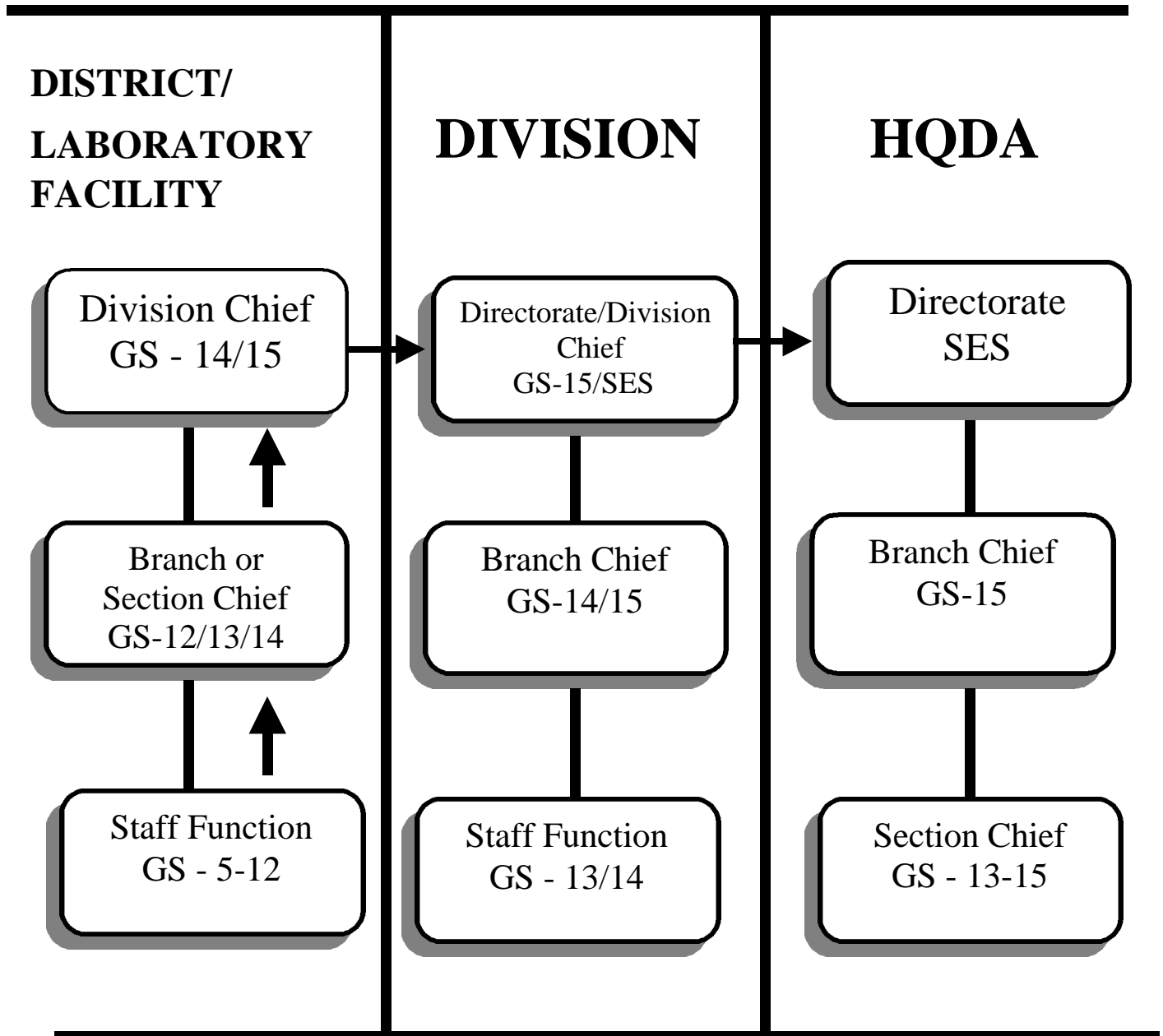
Competitive Training:

This category includes short and long-term training for which employees will be competitively selected to develop them for positions with greater responsibility in their career field. Competition allows all eligible employees in the career program to compete so that those with the highest potential for advancement receive the training.

For short-term training, this category would include executive development programs of less than 120 days.

For long-term training, this category includes Army-wide programs such as senior service colleges, fellowship programs, university programs, training with industry assignments, and developmental assignments over 120 days. There will be both local and DA-funded training in this category. The Career Development Plan tables for the functional areas are on the following pages.

TYPICAL OFFICE PROGRESSION FOR KEY POSITIONS



Note: Functional areas include Planning, Project Management, Engineering, Construction, Operations, Research and Development, and Facilities. Other progression paths are possible, for example, district to HQDA.

MOBILITY

Key Leadership Position Mobility Requirements:

Mobility is important in the development of the employee's professional career. Management and leadership training and development opportunities are not always available locally to ACTEDS identified candidates. As a result, the Army expects these candidates to be willing to pursue an accept training assignments in different disciplines as well as geographical areas. Such assignments are necessary to gain the required training, development, and experience qualifications for key positions. Failure to participate in a variety of developmental assignments may affect an employee's competitiveness for key positions when compared with candidates who have enhanced their qualifications through such assignments.

E&S CAREER REFERRAL SYSTEM

This plan will operate in conjunction with the E&S career referral system, which is a referral system for GS-14 and 15, and will use the results of that system to select candidates.

Every possible effort will be made to provide each employee with adequate opportunities to complete the listed experience,

training, and developmental requirements, or to document an acceptable equivalency for review and acceptance by the HQDA screening panel, if necessary.

Employees whose careers have not followed the progression outlined in the career ladder but who believe that their job-related experiences have provided the necessary knowledge, skills, and abilities for referral to key positions will have an opportunity to provide their explanation with their career appraisal submission. The HQDA screening panel will determine whether the training and experience are considered equivalent.

SUMMARY

You are responsible for establishing your career goals and planning the way in which to achieve them. Your supervisor is expected to mentor and advise you and to make certain you understand your responsibilities. The reviewer and the CPM are also available for mentoring.

Career choices made at the intermediate level are significant for progression to key leadership positions. Self-development activities such as pursuing professional registration, off duty education, professional society activity, and outside reading are also important and are your responsibility.

Table 1
Career Ladder for Chief of Planning Function

LEVEL OR GRADE	FORMAL ALL FUNCTIONS	CLASSROOM FUNCTION SPECIFIC	ON-THE -JOB EXPERIENCE	FOA	DEVELOPMENTAL ASSIGNMENT HIGHER HQ
GS 14/15	Federal Exec Institute Executive Development Seminar Managing Money & Material Resources	Graduate Fellowship University LTT	Branch Chief, Assistant Chief, Planning Participation in Professional Societies Professional Registration	Another Function (4-12 months)	USACE Division (6 months) Executive Development Program
GS 13/14	Personnel Mgmt for Executives Army Management Staff College Organizational Leadership for Executives Senior Service College Administrative Public Policy	Advance Program Development Planning Prog Mgt HEC for Planners Environment Law University LTT	Branch or Section Chief Study Management Participation in Professional Societies Professional Registration	Another Function (4-12 months)	USACE HQ/ Division (6 months)
GS 12/13	Seminar for New Managers Leadership Education and Development Basic Supervisory Course Human Resources III - IV	Basic Program Development	Study Management Plan Formulation Participation in Professional Societies Environmental Analysis (4 months) Economics Analysis (4 months) Supervisory Exp. (12 months)	Other Functions (4-12 months)	
GS 11/12	Communication Skills Contracting Overview Computer Applications Human Resources I-II	Economic Analysis for Planners Public Involvement Technical Short Course	Study Management Professional Registration Participation in Professional Societies	Hydraulics & Hydrology (4 months)	
GS 9/11		Technical Short Courses Planning Orien	Planning (18 months)		
GS 5/7	Intern Leadership Development		Rotational Assignments (All) --For GS-800 Series-- Planning (3 months) Engineering (3 months) Operations (3 months) Construction (3 months) Prog/Proj. Mgt (3 months)		

Table 2

Career Ladder for Chief of Project Management Function

LEVEL OR GRADE	FORMAL ALL FUNCTIONS	CLASSROOM FUNCTION SPECIFIC	ON-THE -JOB EXPERIENCE	FOA	DEVELOPMENTAL ASSIGNMENT HIGHER HQ
GS 14/15	Federal Exec Institute Executive Development Seminar Managing Money & Material Resources	Technical Short Courses University LTT	Branch Chief or Asst. Chief Programs & Project Management, Engineering, Construction, Planning Operations, Facilities, Real Estate, or Equivalent Participation in Prof. Societies Professional Registration Computer Literate		Congressional Fellowship (12 months) Executive Development Program
GS 13/14	Personnel Mgmt for Executives Army Management Staff College Organizational Leadership for Executives Senior Service College Adm. Public Policy	Civil Works Prog. Dev. & Execution Negotiating, Barg. & Dispute Resolution University LTI Technical Short Courses	Branch Chief or Section Chief of Programs, Project Mgmt Engineering, Construction, Planning, Operations, Facilities Real Estate, or Equivalent. Participation in Prof. Societies Professional Registration Computer Literate	Planning, Engineering Construction, Facilities, or Operations (12 months)	USACE Div. Prog. or Proj. Mgt (6 months)
GS 12/13	Seminar for New Managers Leadership Education and Development Basic Supervisory Course Human Resources III - IV	LCA/Finance Plan Development University LTT Tech Short Courses Environmental Laws & Regs HTRW Environ. Laws & Regs	Programs & Project Mgmt, Engineering, Construction, Planning, Operations, Facilities Real Estate, or Equivalent. Participation in Prof. Societies Professional Registration Computer Literate Supervisory Experience (12 months)	Planning, Engineering Construction, Facilities Or Operations (12 months)	
GS 11/12	Human Resources I - II Leadership Communication Skills Computer Applications	Military Proj Mgt or/and Civil Works Proj Mgt Managing Conflicts Budget Training Project Mgt Briefing Techniques Managing Meetings Negotiating Techniques	Programs/Project Mgt. (18 months) (includes assignment to the programs function) Participation in Prof. Societies EIT or Prof. Registration Computer Literate		
GS 9/11	Computer Applications	Planner & PM Orientation A-E Contracting Network Analysis Cost Engineering Construction Contract Admin	Engineering, Construction, Planning, Operations, Facilities Or Real Estate Computer Literate Participation in Prof. Societies EIT or Professional Registration		

Table 3
Career Ladder for Chief of Engineering Function

LEVEL OR GRADE	FORMAL CLASSROOM		ON THE -JOB EXPERIENCE	FOA	<u>DEVELOPMENTAL ASSIGNMENT</u> HIGHER HQ
	ALL FUNCTIONS	FUNCTION SPECIFIC			
GS 14/15	Federal Exec Institute	University LTT	Supervisory Experience Branch Chief or Section Chief (24 months)	Another Function (4 months)	USACE HQ or Division (4 months)
	Executive Development Seminar	Technical Short Courses	Participation in Technical Societies		Executive Development Program
	Managing Money & Material Resources		Computer Literate		
GS 13/14	Personnel Mgt for Executives	University LTT	Professional Registration	Another Function (4 months)	USACE Division (4 months)
	Army Management Staff College	Technical Short Courses	Participation in Technical Societies		
	Organizational Leadership for Executives		Computer literate		
	Senior Service College				
	Administrative Public Policy				
GS 12/13	Seminar for New Managers	University LTT	Engineer-in-Training Certification or Professional Registration	Construction or Planning (12 months)	
	Leadership Education and Development	Technical Short Courses	Participation in Technical Societies		
	Basic Supervisory Course		Computer Literate		
	Human Resources 111-IV		Supervisory Experience (12 months)		
GS 11/12	Communication Skills	University LTT	Engineer-in-Training Certification or Professional Registration		
	Contracting Overview	Technical Short Courses			
	Computer Applications		Participation in Technical Societies		
	Human Resources I-II		Computer Literate		
GS 9/11		Technical Support Courses	Engineering (18 months)	Facilities Engineering (GS-800 Series) (1 month)	
GS 5/7	Intern Leadership Development		Rotational Assignments (All) --For GS-800 Series-- Planning (3 months) Engineering (3 months) Operations (3 months) Construction (3 months) Prog/Proj. Mgt. (3 months)		

Table 4

Career Ladder for Chief of Construction Function

LEVEL OR GRADE	FORMAL CLASSROOM ALL FUNCTIONS	FUNCTION SPECIFIC	ON THE –JOB EXPERIENCE	FOA	DEVELOPMENTAL ASSIGNMENT HIGHER HQ
GS 14/15	Federal Exec Institute Executive Development Seminar Managing Money & Material Resources	University LTT	Area/Resident Engineer, Section or Branch Chief (12 months)		Executive Development Program
GS 13/14	Personnel Mgt for Executives Army Management Staff College Organizational Leadership for Executives Senior Service College Administrative Public Policy	University LTT	Professional Registration Supervisory Responsibilities Contract Administration or Quality Assurance (12 months)	Engineering, Operations, or Facilities (4 months)	Div. Or HQ (12 months)
GS 12/13	Seminar for New Managers Leadership Education and Development Basic Supervisory Course Human Resources III-IV	University LTT Advanced Contract Administration Cost Analysis Construction Modifications Military Construction Project Management Value Engineering A/E Contracting	Field Office Experience (24 months) Supervisory Experience (12 months)	Engineering, or Construction (12 months)	
GS 11/12	Communication Skills Contracting Overview Computer Applications Human Resources I-II	University LTT	Engineering (6 months) Operations (6 months)	Facilities (6 months) Div (6 months)	HQ (6 months)
GS 9/11		Contract Admin Construction Safety General Inspection Network Analysis Cost Reim Contracts Neg. Const Cont Mods Const Quality Mgt Technical Courses	Construction (18 months)	Facilities Engineering (GS-800 Series) (1 month)	
GS 5/7	Intern Leadership Development		Rotational Assignments (All) - -For GS-800 Series- - Planning (3 months) Engineering (3 months) Operations (3 months) Construction (3 months) Prog/Proj. Mgt (3 months)		

Table 5

Career Ladder for Chief of Operations Function

LEVEL OR GRADE	FORMAL CLASSROOM ALL FUNCTIONS	CLASSROOM FUNCTION SPECIFIC	ON THE -JOB EXPERIENCE	FOA	DEVELOPMENTAL ASSIGNMENT HIGHER HQ	
GS 14/15	Federal Exec Institute	Regulatory II	Branch, Section or Assistant Chief Operations Function	Congressional Fellowship (12 months)	Executive Development Program	
	Executive Development Seminar	University LTT				
	Managing Money & Material Resources					
GS 13/14	Personnel Mgt for Executives	University LTT	Natural Resource Manager, Project Operations Engineer, Branch Chief or Division Staff Duties	USACE Division (4-6 months)	USACE HQ (6-12 months)	
	Army Management Staff College					
	Organizational Leadership for Executives					
	Senior Service College					
	Administrative Public Policy					
GS 12/13	Seminar for New Managers	Q&M Contracts Advanced	Professional Registration or Accreditation	Engineering, Construction or Planning (6 months)		
	Leadership Education and Development	University LTT	Natural Resource Manager, Project Operations Engineer, or Section Chief Duties			
	Human Resources III - IV	Program Development and Execution				
GS 11/12	Basic Supervisory Course	Budget	Rotational Assignments in Operations Functions (12 months)	Facilities Engineering (6 months)		
	Human Resources I - II	O&M Contracts				
	Communication Skills	University LTT	Supervisory Experience (12 months)	USACE Lab (6 months)		
	Contracting Overview					
	Computer Applications					
GS 9/11		Technical Short Courses	Operations Function (18 months)	Facilities Engineering (1 month for GS-800 Series) (1 week for All Others)		
GS 5/7	Intern Leadership Development		Rotational Assignments (All) - -For GS-800 Series- - Engineering (3months) Planning (3 months) Construction (3 months) Operations (3 months) Prog/Proj. Mgt (3 months)			

Table 6

Career Ladder for Lab Chief of Research and Development Function

LEVEL OR GRADE	FORMAL CLASSROOM		ON THE -JOB EXPERIENCE	FOA	DEVELOPMENTAL ASSIGNMENT HIGHER HQ
	ALL FUNCTIONS	FUNCTION SPECIFIC			
GM 14/15	Federal Exec Institute	Science, Technology, & Public Policy	Participation in Technical & professional societies		SARDA (6months)
	Executive Development Seminar	University LTT At (Ph.D. Level)	14 Level: 1 year as Branch Chief, Group Chief, or Team Leader on R&D or Team Leader or Program Manager of Large R&D Program		
	Managing Money & Material Resources		Recognized USACE Technical Expert by virtue of Education and Experiences		
GM 13/14	Personnel Mgt for Executives	University LTT (PMD Level)	Participation in Technical and Professional Societies	USACE Division (3months)	HQ USACE (6months)
	Army Management Staff College	University LTT (Master Level)	At 13 Level: 1 year Section Group Chief of Team Leader in R&D; or combination of 1 year non-R&D Supervisory Experience and 1 year at R&D Investigator		
	Organizational Leadership for Executives				
	Senior Service College				
	Administrative Public Policy				
GM/GS 12/13	Seminar for New Managers	Civil Works Program Development & Execution	Professional Registration		
	Leadership Education and Development	University LTT (Masters Level)	2 years journeyman R&D experience or MS plus 1 year R&D experience or Ph.D. in appropriate field		
	Introduction to Supervision	Technical Graduate Studies	Creation of a new R&D project to include identification of need, project development marketing carrying project to completion		
	Supervision and Group Performance	Technical Short and Courses	Participation in Technical and Professional Societies		
	Human Resources I - IV	Adv. Communications Skills or Instructional Methods	Supervisory Experience (12 months)		
		Contracting Officers Representative			
GS 11/12	Communication Skills	University LTT (Master Level)	Engineer-in-Training Certification or Professional Registration	USACE District (3 months)	
	Contracting Overview	Technical Short Courses	3 year journeyman R&D experience or MS plus 1 year R&D experience or Ph.D. in appropriate field		
	Computer Applications	Research & Development Orientation			
GS 9/11		Technical Short Courses	Research & Development Function		
GS 5/7	Intern Leadership		Rotational Assignments - Research & Development Functions		

Table 7

Career Ladder for Director of Facilities Function

LEVEL OR GRADE	FORMAL CLASSROOM		ON THE -JOB EXPERIENCE	FOA	DEVELOPMENTAL ASSIGNMENT HIGHER HQ
	ALL FUNCTIONS	FUNCTION SPECIFIC			
GM 14/15	Federal Exec Institute Executive Development Seminar Managing Money & Material Resources		Supervisory Experience Division or Branch Chief at DA or MACOM Level Participation in Professional Societies		
GM 13/14	Personnel Mgt for Executives Army Management Staff College Organizational Leadership for Executives Senior Service College Administrative Public Policy	Long Term Training in Management Installation Management Contract Administration	Experience as DEH/DEP Chief Experience at DA or MACOM level staff or supervisory (12mos) Participation in Technical Societies		DA or EHSC (4 months)
GM/OS 12/13	Seminar for New Managers Leadership Education and Development Introduction to Supervision Supervision and Group Performance Human Resources I-IV	DEH Executive Course Family Housing Management Technical Short Courses Graduate Study in Engineering Management	Professional Registration Experience in Planning, Programming and Budget Development Experience in two or more Facilities Engineer areas (12 months) Supervisory Experience (12 months) Participate in Professional Societies	Construction or Engineering at District (12 months)	
GS 11/12	Communication Skills Contracting Overview Computer Applications	DEH Management Technical Short Courses Contracting Officers Representative	Engineer-in Training Certification of Professional Registration Participation in Technical Societies Experience in Engr Design	USACE Lab (1 month)	
GS 9/11		Technical Short Courses	Facilities Engineering (24 months)	USACE District (GS-800 Series) (1 month)	
GS 5/7	Intern Leadership	Technical Short Courses DEH Management and/or DEH Basic	Rotational Assignment in Facilities Engineering (All) For GS-800 Series. EP &S (2 months) ERM (2 months) BGG (2 months) Utilities (2 months)		

EXECUTIVE DEVELOPMENT PROGRAM

EXECUTIVE DEVELOPMENT PROGRAM

EXECUTIVE DEVELOPMENT PROGRAM (EDP) FOR ENGINEERS AND SCIENTISTS RESOURCES AND CONSTRUCTION (ESRC)

EDP Applicants, Selectees, and Graduates:

This program is an important source of future GS-15 and Senior Executive Service (SES) members. Graduates of the program will receive special consideration for GS-15 positions and automatic consideration for SES positions which are opened for competition and for which they are technically qualified. Selection of a non-graduate for an appropriate vacancy will require an exception by the Functional Chief for CP-18. However, these procedures do not preclude the use of other recruitment means/ sources which may be used to locate other qualified applicants. Team members not in the EDP can still apply and compete for GS- 15 and SES positions.

Selection and completion of the EDP does not guarantee future appointment to a GS-15 or SES position. Graduates of the program will not be pre-certified for SES appointment.

Program Goals:

The goals of the EDP for ESRC are

- ◆ To identify, through Army-wide competition, members who possess the abilities to become successful top civilian managers in the ESRC career program.

- ◆ To achieve Army's affirmative action objectives by ensuring that talented women and minorities compete and are selected to participate in the EDP.
- ◆ To provide EDP selectees with the training and development which will enable them to become more competitive for a wider range of GS- 15 and SES positions.

Program Description:

The program will vary in depth and length depending on the needs of individual participants. The program will normally include:

- ◆ An opportunity to assess personal strengths and needs.
- ◆ Executive training in managerial theory and practice.
- ◆ Orientation to executive management.
- ◆ Developmental assignments to strengthen leadership and functional qualifications.

Eligibility Requirements and Area of Consideration:

To be eligible to participate, you must:

- ◆ Be an Army employee.
- ◆ Be a registrant or eligible for registration in the ESRC Civilian Career Program (CP-18).
- ◆ Be in grade GS-14 or 15 or eligible for GS-15 level positions.
- ◆ Be mobile and sign a mobility agreement.
- ◆ Complete all application requirements.

QUALIFICATION REQUIREMENTS

Executive Abilities:

Applicants will be evaluated on the possession of executive abilities. Applicants will be evaluated against the six-executive/managerial qualification requirements listed below. The Office of Personnel Management has determined that these qualifications are necessary for successful performance as a SES member.

1. Ability to take into account national (external) and organizational policies, program goals, and priorities in carrying out managerial responsibilities.

Consider one or all of the following:

- ◆ Responding to the general public and clientele groups.
- ◆ Keeping up-to-date with relevant social, political, economic, and technological development.

- ◆ Coordinating with other parts of the agency and other agencies.

- ◆ Understanding the role of political leadership in the Administration and Congress.

2. Establishing and maintaining relationships with outside individuals and organizations.

Consider such representation and liaison actions as the following:

- ◆ Briefings, speeches, congressional testimony, inter-unit staff meetings, professional society presentations, and question-and-answer sessions. This involves giving and receiving, information, recommendations, persuasion, selling, negotiation, and program defense.

3. Ability to plan, direct, and guide programs, projects, or policy development.

Consider such activities as the following:

- ◆ Establishment of long-term and short-term goals and related planning: cover needs, forecasts, objectives, priorities, feasibility, and options.
- ◆ Development, adaptation, and coordination of top level policy.
- ◆ Use of productivity and other effectiveness-efficiency standards.
- ◆ Use of information gathering and analysis, including automated data processing support.
- ◆ Use of research and development or special studies in support of assigned functions.

-
- ◆ Organization of work and functional structure and operational procedures.

4. Ability to manage resources.

Consider such elements as:

- ◆ Manpower requirements, allocation, and work force planning.
- ◆ Budgeting and funding of the organization (congressional procedures and process if pertinent).
- ◆ Support-type procurement activities such as contracting out, where appropriate.
- ◆ Supporting services and facilities, where appropriate.

5. Ability to manage human resources (personnel management and equal employment opportunity).

Consider such activities as seeing that people are appropriately employed and dealt with fairly and equitably, including:

- ◆ Assessment of individual capabilities and training and development needs and provision for career development.
- ◆ Recruitment and selection/career management.
- ◆ Delegation of work, establishment of positions, and position management.
- ◆ Establishment of performance standards, appraisal of performance, and follow-up actions.
- ◆ Equal employment opportunity and affirmative action programs.
- ◆ Organizational communications, team building, and feedback.

- 6. Ability to review program implementation and results.

Consider activities and procedures to ensure program results such as:

- ◆ Periodic monitoring of organizational results.
- ◆ Program evaluation in terms of meeting management goals, production/performance scheduling and operating, cost effectiveness, and productivity.

EVALUATION METHODS AND SELECTION PROCEDURES

Evaluation of Qualifications:

Applicants will be evaluated on the extent to which they meet the qualification criteria. An evaluation panel will consider experience, education, training, and development activities, awards, publications, appraisals, and other information provided with the application forms to evaluate the extent to which applicants meet the executive abilities. Applicants may be requested to participate in a leadership assessment evaluation and/or interview.

Selection Process:

Selection will be made in accordance with merit factors, without regard to race, ethnic group, sex, religion, age, or handicap. The panel will recommend selections for the EDP to the ESRC Functional Chief, who will make final selection(s). The panel will consider such factors as organization and mission needs of the Army, anticipated SES requirements, and recommendations of senior functional officials in CP- 18. When graduates of the EDP are referred to selecting officials, non-selection will require approval of the Functional Chief.

GRADUATES

Graduate Activities:

The graduates will continue to be involved in leadership activities and be nominated as representatives to various committees and ad hoc groups.

One of the most significant and major endeavors for each of the graduates is to become and/or remain an active mentor for the selectees to the continuing education, training, and development program in the EDP.

Mentors/Mentoring:

As a division or district selected mentor, it is important that you provide trainees, who have had their IDP's approved by the Career Planning Board (CPB) in HQUSACE, with assistance in securing needed education, training, and developmental assignments approved by the CPB.

It is critical that you review and/or maintain a copy of the approval documentation of trainee(s) and that you meet on a periodic basis with the trainee(s) to ensure that all designated requirements are being met. The Mentorship Contract you signed after meeting with the trainee(s) is your confirmation that every possible effort will be made to ensure that the education, training, and development listed on the trainee's IDP are possible within local funding, HQUSACE funding, or other limitations and/or restrictions.

TRAINEES

Trainee Standards, Requirements, and Training:

The effort you have made to maintain high work standards, excel in your performance requirements, and develop yourself professionally on your own time and during response period.

Corps designated education, training, and developmental/rotational assignments have now provided you with the basis to take the next step of meeting the final requirements for an EDP graduate.

By working with your supervisor, CPM, Deputy CPM, and the training office, you will be notified when funding is approved by HQUSACE or locally for any required education, training, and development, or when a space is available and confirmed for you to attend a specifically recommended leadership or managerial course.

CONTINUING EDUCATION, TRAINING, AND DEVELOPMENT

Quality of Work and Continuing Development:

In an ever-changing world and nation, the Government needs a special class of great achievers to make things happen, to serve the people, and to help improve the world around them.

If you are working toward top-level management positions, you will want to pay special attention to the quality of your work. You will want to demonstrate outstanding achievement in serving the Government's clients—the public.

If your goal is SES, you will want to review and study the program requirements. You will want to continue to expand your knowledge, skills, and abilities with continuing education, training, and developmental/rotational assignments so that you will be able to display that level of excellence that is essential for all managers and executives whom the President depends upon every day to implement his mandate.

One of the most significant innovations of the Civil Service Reform Act of 1978 was the separate personnel system for senior executives was established in July 1979.

top appointed officials, such as heads of departments and agencies. They play a critical role in the national electorate into Government programs, policies, and actions.

rial and supervisory positions; it is a graceless system in based on the individual, not the duties of the position.

The objectives of the SES system are to:

- ◆ provide greater authority to agencies in managing their executive resources; attract and retain highly competent they will be most effective in accomplishing the agency's mission and talents;
- ◆ provide for the development of managers and executives; hold executives accountable for performance;
- ◆ reward the outstanding performers and remove the poor performers; and
- ◆ provide for an executive merit system free of prohibited personnel practices and

Coverage:

The SES is the personnel system for key positions just below the top Presidential appointees. SES members are the major link Federal workforce.

Key positions are managerial, supervisory General Schedule. The Office of Personnel Management allocates these positions based on and budget. An agency can establish SES positions without further approval as long as it the SES functional and grade-level criteria.

There are two types of SES positions:

- ◆ Career reserved which may be filled by career appointees only, and General which may be filled by any SES limited.

Career Appointments:

career, noncareer, limited term, or limited emergency.

career appointment to the SES. After agencies establish position qualification requirements, they throughout the Federal Government. Agencies may also seek applications from outside the

The Executive Resources Board in each agency has established policies and has delegated to rate and rank applicants.

The agency approves the technical qualifications of the selectee. The Qualifications Review Board at the Office of Personnel Management reviews and certifies managerial qualifications for initial career appointment based on one of the following factors:

- ◆ Demonstrated executive experience;
- ◆ Successful participation in an SES candidate development program approved by the Office of Personnel Management; or
- ◆ Special or unique qualities which indicate a likelihood of executive success.

The MACOM reviews a candidate's demonstrated executive experience by evaluating the executive's competence to assume leadership responsibilities in the following six areas:

- ◆ Integration of internal and external program/policy issues.
- ◆ Organizational representation and liaison.
- ◆ Direction and guidance of programs, projects, or policy development.
- ◆ Resource acquisition and administration.
- ◆ Use of human resources.
- ◆ Review of implementation and results.

The Corps' EDP provides an avenue for entry into the SES. Selection for the EDP is subject to competition and merit staffing procedures similar

to those used for filling SES positions. Graduates are approved by a qualifications review board and are then eligible for noncompetitive appointment to SES in any agency for 3 years.

Probationary Period:

Each new career appointee in the SES must serve a 1-year probationary period before obtaining SES tenure. During the probationary period, the new member's supervisor follows through on any training initiated by the agency or recommended by the review board. The supervisor also observes the new member's performance and conduct and holds periodic, documented discussions clearly outlining the position's requirements and the employee's strengths and weaknesses.

If the employee's performance is not acceptable after full and fair consideration, the supervisor may initiate action to remove the employee from the SES. Career appointees who held career or career-conditional appointments at the time of their appointment to the SES are entitled to guaranteed placement outside the SES if they are removed during the probationary period for other than disciplinary reasons.

Exceptions:

The SES merit staffing, candidate development program, and career appointment provisions do not apply to noncareer or limited appointments to the SES. Also, these procedures do not apply to the filling of SES positions on a short-term basis, that is, details and assignments under the Intergovernmental Personnel Act.

SES CAREER DEVELOPMENT

Continuing Career Development:

abish
programs for the continuing development of its

performance combines highly developed
management competencies and characteristics

which these skills can be applied to service the
nation's interests. Executives must be

developments, new legislation, innovative
management practices, and current policy and

Programs for continuing development of
SES members have immediate and long
goals. The immediate goal is to keep SES
members up -date in technical, managerial, and
related areas. Long
intended to enhance executive capabilities. Each
SES member is required to have an IDP which

executives maintain professional and managerial
currency and work toward developing new skills

IDP's are designed to assess personal
competencies against those required for optimum

The Executive Resources Board, composed of
high
plans may provide for development of the
individual executive through such activities as:

rotational assignments within the Corps

- ◆ local governments or with private industry;

- ◆ attendance at seminars or conferences; or
- ◆ formal training at universities or other private institutions.

Formal Training:

Programs tailored to the needs of SES
members are sponsored by the Federal Executive
Institute. The Institute, located in Charlottesville,
Virginia, is an interagency development center
operated by the Office of Personnel Management.
Among the programs the institute provides are:

- ◆ a 4-week "Leadership for a Democratic Society" program which focuses on public service values, personal leadership style assessment, and managing in large organizations characterized by conflicting constituencies;
- ◆ 1-week follow-on programs for alumni with emphasis on personal, organizational, and environmental (government/worldwide) effectiveness;
- ◆ a work-team development program designed for agency use in team management of real-life work teams; and
- ◆ special programs for agency heads and their top-level management teams.

Many formal training courses are available in the private sector. These programs offer the Federal executive an opportunity to interact with private sector executives and examine problems from another point of view. In addition, colleges, universities, and professional organizations offer a number of courses.

SES ADVANCEMENT

SES Positions to Presidential Appointments:

Career members can leave the SES for a Presidential appointment with Senate confirmation as high as Cabinet level and elect to retain all their SES benefits. After the Presidential appointment expires, a former career member is entitled to return to an SES position.

Mobility Assignments:

Executive mobility is a key feature in the design of the SES. Expanded mobility

opportunities can promote the development of broad perspective in career leaders, match talent with program needs across organizations, and provide a greater range of challenges for SES incumbents and candidates.

More information regarding SES sabbaticals; performance management; adverse actions and/or removal; compensation, benefits, and awards; unlimited annual leave accumulation; retirement; and last move home expenses may be obtained from your CPM or the Human Resource Office.

IDP

-DER

Regulation
-1

15 January 1995

Training
-YEAR INDIVIDUAL DEVELOPMENT PL
AND DEVELOPMENTAL ASSIGNMENTS

Purpose. This regulation provides policy requirements and guidance concerning the USACE Five-Year Individual Development Plan (IDP) and all USACE developmental assignments.

2. Applicability. This regulation applies to all HQ USACE/OCE elements, major subordinate commands (MSC), districts, field operating activities (FOA), and R&D laboratories.

3. References.

a. IDP

- (1) 5 CFR 410.102
- (2) AR 690-400, Chapter 4302
- (3) AR 690-950

b. Developmental Assignments

- (1) JTR, Volume 2
- (2) AR 690-400, Chapter 41 0

ER 350 -416

This ER supersedes ER 350 -2(FR), dated 31 Jul 91.

4. Individual Development Plans. Training and development ensures a work force that is capable of effectively performing assigned duties and accomplishing its mission. Training and development enhances and improves employees' skills and knowledge and helps them to reach their full potential. Realistic, well-conceived career plans will help employees achieve their career goals. This requires long-range planning. Development of the five-year IDP should be a joint effort between supervisor and employee, encouraging open discussion about individual and organizational needs. The plan should not be considered a guarantee or contract, but a commitment to work together for the common good of both the individual and the organization.

a. Responsibilities.

(1) Supervisors of career program employees should be familiar with their career development/management responsibilities and are encouraged to attend the Corps' Career Management Seminar. This seminar provides background information, suggestions, and tools to carry out the requirements of AR 690-950, Career Management.

(2) Employees should continually improve their knowledge, skills, and abilities through self-development and training. They should participate fully in the activities and assignments prescribed in their IDP and should strive for a high level of work performance.

b. Procedures.

(1) A five-year IDP will be developed for each USACE employee. Employees on short-term overseas tours and retirement eligible may have an IDP developmental period of less than five years. IDPs are not required for individuals on term or temporary appointments. The five-year IDP should be developed using ENG Form 5055-R, 5-Year Individual Development Plan (Appendix A). Instructions for completing the form and definitions of the training priorities are also in Appendix A.

(2) IDPs for employees covered by a career program should be developed in concert with the appropriate published training plans (e.g., Career Development Program for Acquisition Personnel; Army Civilian Training, Education, and Development System (ACTEDS) plans). These plans provide DOD and Army guidelines for training and development of careerists. Additionally, USACE specific functional training plans are valuable tools for developing IDPS. Examples of USACE plans are the USACE Human Resource Development (HRD) Specialist Training and Development Plan and the Logistics Training, Education, and Development System (LOGTEDS).

(3) Both short-term and long-term objectives should be addressed in the IDP. Short-term objectives should include goals/objectives that can be realistically achieved during the next one to two years. Long-term objectives should include goals/objectives that can be realistically achieved during the next three to five years.

(4) IDPs should be reviewed, discussed, and modified as needed, but not less than once a year. The ideal time to review and modify an IDP is during the Total Army Performance Evaluation System (TAPES) review process.

5. Developmental Assignments. Developmental assignments can be an effective means for training Corps members. These assignments enable participants to keep abreast of changes and innovations in their occupational fields, learn new skills, and develop or improve abilities needed in current or future positions. The training of USACE members through apprenticeship, cooperative education, and career intern programs

the same grade level. The nature and length of the assignment, however, may dictate that a temporary promotion would be appropriate. In such cases, the appointing authority should assure that the developmental and/or merit promotion requirements.

a. Canvassing.

candidates within the Corps. MSCs, districts, labs and their developmental assignments but are encouraged to offer assignments to the widest possible area of consideration. Canvassing will be accomplished after coordinating the initiative with the local Human

announcements will provide an adequate period of lead-time to allow for solicitation and the processing of applications.

Announcements. Developmental assignment announcements will be prepared in memorandum

(1) Statement of Duties and Responsibilities of Trainee.

the tasks and responsibilities of the individual while on the developmental assignment. Additionally, include a statement of overall assignment objectives. Although the outline need not be extensively detailed, it should performance of the trainee.

(2) Period of Assignment. Be flexible when establishing a period for developmental assignments. The assignment should be long enough to permit the individual and the organization to derive long-range benefits. A period of four months is typically considered a minimum duration. The key to a good assignment is participation, and the developmental plan must assure that the participant becomes meaningfully involved.

(3) Applicant Qualifications. Describe the minimum qualifications that all applicants must meet to be eligible for the developmental assignment.

(4) Application Procedures. Describe how candidates must apply. Specify needed documents (e.g., DA Form 2302-Civilian Personnel Qualification Record, or DA Form 5398-RCivilian Performance Ratings, Statement of Interest). Each nomination must have a supervisory endorsement. Commander and Career Program Manager endorsements are at the discretion of the assignment sponsor.

(5) Evaluation Criteria. Describe how applicants will be evaluated and selected.

(6) Funding. Explain funding arrangements. Identify who will pay salary and travel and per diem expenses.

c. Processing. Human Resource Offices will document details and reassignments by SF-52 and SF-50 as appropriate. When a change in duty location is involved, the HRO of the training (gaining) activity will submit a statement of duties or the job description of the training assignment to the parent (losing) activity. The parent activity will issue the SF-50 documenting the action. In case of a temporary promotion, a job description will be prepared reflecting duties and responsibilities of the position in the training activity. The parent activity will forward sufficient personal data (SF-75 information) on the selectee to the training activity which will process the temporary promotion and prepare the SF-50. The selectee's permanent assignment will remain in the parent organization.

d. Memorandum of Understanding (MOU)

Once a selection is made, formal MOU will be signed by the trainee's activity and the HQUSACE sponsoring element. This MOU will detail organizational and individual responsibilities and expectations. All involved parties must agree to any

FOR THE COMMANDER:

3 Appendices

- ENG Form 5055-R and
Completing Instructions
- Developmental Assignment
Announcement Format
- Training Priority Definitions

/original sign
R.C. JOHNS

Chief of Staff

PRIVACY ACT STATEMENT

Section 4103 of Title 5 of U.S. Code authorizes collection of this information. This information will be used by staff management personnel and the Corps of Engineers Human Resources Office, servicing your locality, to plan and/or schedule training and development activities. Collection of your Security Number is authorized by Executive Order 9397. Furnishing the information on this form, including your Social Security Number, is voluntary. If your activity uses the information furnished on this form for purposes other than those indicated above, they will provide you with additional statement reflecting those purposes.

5-YEAR INDIVIDUAL DEVELOPMENT PLAN

NAME:	SSN:	DEVELOPMENTAL PERIOD:	CAREER PROGRAM:
POSITION TITLE/GRADE		ORGANIZATION:	
1. DEVELOPMENTAL OBJECTIVES (skills, performance, enhancement, career accomplishments, etc...)			
a. Short -Term Objectives		b. Long-Term Objectives (3-5 years)	
2. REQUIRED TRAINING (priority 1 or 2)			
Course Title/Number	Priority	Course Vendor	Date Required
1.			
2.			
3.			
4.			
5.			
6.			
7.			
9.			
10.			
3. RECOMMENDED TRAINING (priority 2 or 3)			
Course Title/Number	Priority	Course Vendor	Date Required
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

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DEVELOPMENT DURING IDP

Environmental	Location

and/or development outlined as IDP and recommend approval of training costs in ea
n prepared and concur with training documented.

APPENDIX A (continued)

INSTRUCTIONS FOR COMPLETION OF
ENG FORM 5055-R, 5-YEAR INDIVIDUAL DEVELOPMENT PLAN

The completion of this ENG Form is a joint responsibility between the employee and supervisors. Input should be obtained from the Career Program Manager, if applicable. Individuals in positions covered by career programs and their supervisors must be familiar with ACTEDS plans applicable to their specific career program. The IDP should be completed in conjunction with requirements of applicable plans.

Name: Employee's Name.

SSN: Employee's Social Security Number.

Developmental Period: The period covered by the IDP, for example; June 1993- June 1998.

Career Program: Career Program, if applicable.

Position Title/Grade: Employee's position and grade.

Organization: Employee's organization title.

Block 1. Developmental Objectives:

- a. Short-Term Objectives: Goals/objectives that can realistically be achieved during the next 1-2 years. Examples: to improve supervisory skills; to improve filing skills; to improve communication skills; to improve counseling skills; to become chief/assistant chief of a branch, division, directorate; cross- training, etc.
- b. Long-Term Objectives: goals/objectives that can realistically be achieved during the next 3-5 years. Examples: to satisfy requirements of ACTEDS plans; to become a manager/supervisor; to learn another functional area; to become chief/assistant chief of a branch, division, directorate, etc.

APPENDIX A (continued)

Block 2. Required Training: Required training is training that must be accomplished as soon as possible or it will have an adverse affect on mission accomplishment or mandatory training in ACTEDS plans, other training plans, or in accordance with laws, regulations, etc. The priority of training for each instance should be identified. Training priorities are defined in Appendix C. Information such as course numbers, course vendor, hours, and tuition, should be entered on form, if known. Estimated travel and per diem should be entered in the last column.

Block 3. Recommended Training: Recommended is training required for systematic replacement of skilled employees through career management, as well as performance enhancement. Also, recommended training in ACTEDS plans. The priority of training for each instance should be identified. Training priorities are defined in Appendix C. Information such as course numbers, course vendor, hours and tuition should be entered on form, if known.

Block 4. Developmental Assignments Required/Recommended: Requirements for long-term training (LTT), rotational training, and/or developmental assignments should be identified in this block. Proposed location and dates should also be included.

Block 5. Training or Self-Development Completed During Last FY. Self-explanatory.

APPENDIX B

FORMAT FOR ANNOUNCING DEVELOPMENTAL ASSIGNMENTS

(Do not prepare as a controlled USACE publication (e.g., EC, ER))

OFFICE SYMBOL

S: SUSPENSE DATE
DATE

MEMORANDUM FOR

SUBJECT: Training - Nomination for _____

1. **Purpose.**
2. **Applicability.**
3. **Statement of Duties and Responsibilities of Trainee.**
4. **Period of Assignment,**
5. **Applicant Qualifications.**
6. **Application Procedures.**
7. **Evaluation Criteria.**
8. **Funding,**
9. **Point of Contact.** (name and telephone number)

Director
USACE Organization

APPENDIX C

TRAINING PRIORITY DEFINITIONS

Priority 1. Training which provides new skills and knowledge that are needed now to perform one's duties. Priority 1 needs must be met during the next 6-12 months. Without this training, organizational missions cannot be fully accomplished.

Priority 2. Education which provides new skills and knowledge needed within the next 12-24 months. This education is designed to prepare individuals to assume additional duties, improve existing skills and correct performance deficiencies.

Priority 3. Development of new skills and knowledge that will be used in the future (2 or more years out). Developmental learning can be deferred with little or no impact on current mission accomplishment.

**POSITION,
MANAGEMENT,
AND
CLASSIFICATION**

POSITION, MANAGEMENT,

AND CLASSIFICATION

POSITION MANAGEMENT AND CLASSIFICATION

INTRODUCTION

Classification and position management are the foundations of the personnel system. Before employees can be recruited, positions must be defined and the grade and series of the positions established. This process is known as classification. When there are groups of positions, the functions performed must be organized to maximize efficiency. This process is known as position management. If you have any questions, call Position Management and Classification, Human Resources office.

POSITION vs. THE EMPLOYEE

Only positions are classified, not employees. Therefore, when a position is classified, only those factors are evaluated which relate to the position itself. The personal qualities of any person associated with the position, such as education and experience, efficiency and general competence, loyalty and cooperation, length of service, sex or marital status, or race, color, creed, or national origin, are not evaluated. Confusing the position with the employee occurs most frequently in promotion cases. An employee's present position cannot be changed to a higher grade simply because the employee has outstanding qualifications or ability, education, and experience. There must be an actual change in duties. Sometimes the limitations of the work in a position prevent the duties from being changed to promote an employee. In such cases, the only way to achieve promotion is through transfer to an entirely different position, perhaps even to another

unit. No good supervisor wants to prevent an employee's deserved advancement. If the supervisor does, the employee may have good reason to be dissatisfied, and this may have an adverse effect on his/her work and the work of others.

There is a distinct difference between promotions and upgrades. Although these terms are used interchangeably, employees are promoted, and positions are upgraded. Positions can only be upgraded under the following conditions: (a) substantial change in work requirements and duties (old position changes to a new one), (b) new Office of Personnel Management classification standards, and (c) a classification appeal.

POSITION CLASSIFICATION vs. PAY

Each employee has a position (job) description. The primary use of a position description is to classify a position. By law, each position must be officially assigned a grade before the employee in the position can be paid. This description is the official record that shows the basis for the grade of each position. These descriptions are also used to determine qualification requirements in recruiting, placement, and promotion; identify duplication or overlapping of work and supervisory responsibilities; inform employees about duty requirements and responsibilities; analyze training needs; and review job content in relation to performance ratings.

APPEALS

An error can be made in the classification system, and the appeals procedure provides a way to correct it. An appeal challenges the classification specialist's determination of (a) pay plan General Schedule (GS) or Wage Grade (WG), (b) position title, (c) occupational series, and/or (d) grade. You cannot appeal the accuracy or content of a position description (a grievance), the classification standards, or another position. You can appeal only the officially assigned position. In addition, an appeal cannot be made based on the duties and responsibilities as performed versus those officially assigned.

If you believe that the classification is incorrect or inconsistent with classification standards, you should discuss the situation with your supervisor, who may seek information from a classification specialist. If you still think that an error has been made, you may appeal. Upon request, a classification specialist is available to advise you on how to prepare an appeal.

An appeal is not meant to be an adversarial procedure. The classification specialists prefer that you or your supervisor discuss the possible error with them. Time and frustration is avoided when the facts and procedures are clear.

An appeal may result in a change in title, series, or pay plan, and the position may be upgraded, downgraded, or unchanged.

CLASSIFICATION STANDARDS

Classification standards are the official criteria used to determine a position's series and grade level. When the classification specialist receives an accurate, signed, and dated position description, he/she analyzes the duties and responsibilities assigned the position and compares them to these classification standards.

The specialist analyzes the position in three steps. First, he/she determines if the position is GS or WG. This determines the appropriate pay plan. Then he/she selects the series. A series is a numerical designator indicating the type of job. For example, 0810 applies to civil engineers, and 0318 applies to secretaries.

After selecting the series, the specialist determines the correct grade. The classification guidelines require that a position fully meet a grade level before it can be assigned that grade. In other words, at least 50 percent of the assigned duties must fully meet the grade level criteria. The one exception is when special qualifications must be recruited for, in which case 25 percent of the position's duties must require those qualifications. As a result, it is important to indicate the percentage of time for each major duty in a position description.

REFERRAL PROCESS

DEPARTMENT OF THE ARMY

SOUTH ATLANTIC DIVISION, CORPS OF ENGINEERS
ROOM 313, 77 FORSYTH ST. S.W.
ATLANTA, GEORGIA 30335-6801

CESAD-PM

6 February 1996

MEMORANDUM FOR Mr. Richard C. Armstrong, P.E., Functional Chief's Representative, Civilian Career Program for Engineers & Scientists (RC)

SUBJECT: Report of the CP-18 Career Planning Board Work Group on the Central Referral Process

Enclosed as discuss at the Career Planning Board meeting on 18 December 1995, are three copies of subject report. The work group appreciates the action taken by the Board at the meeting to unanimously accept the report. This completes the actions assigned to the work group.

Encl

/original signed/
JOHN W. RUSHING, P.E.
Work Group Chairman

cc:

Louise Crowell, CEHR-ZE
Patricia Andrews, CESP-D-HR
Carl Enson, CESP-D-ET
Randy Hanchey, CELMV-ET
Robert Hope, HQFORSCOM, AFPI-EN
Roland Blanding, CESAD-AA
Ron Magnuson, CESAD-HR
Eileen Attaway, CESAD-HR

REPORT OF THE CP-18 CAREER PLANNING BOARD WORK GROUP ON THE CENTRAL REFERRAL PROCESS

TASK ASSIGNMENT

At the 26-27 September 1995 meeting of the CP-18 Career Planning Board for Engineers & Scientists, it was decided that a work group was needed to review the CP-18 Central Referral Process. The group was to consist of members of the Board, CP-18 Career Program Managers and Human Resource Officers. A report from the group was to be presented at the next meeting of the Board in December 1995.

By memorandum dated 17 October 1995, the Board confirmed the Work Group membership and provided specific guidance. Designated members of the Work Group were as follows:

John Rushing, CESAD-PM, chairman
Louise Crowell, CEHRZ
Patricia Andrews, CESPД-HR
Don Cluff, CECW-B
Carl Enson, CESPД-ET
Randy Hanchey, CELMV-ET
Robert Hope, HQFORSCOM, AFPI-EN

In addition to the above, the following individuals were asked by the chairman to participate with the Work Group:

Roland Blanding, CASAD-AA
Ron Magnuson, CASAD-HR
Eileen Attaway, CASAD-HR

The Board requested that the Work Group review the process used to develop, maintain, and use the central referral inventory and to recommend possible changes. Specifically, the Board requested recommendations on the following:

- Should we retain the division inventories as presently established, or can the same purpose be achieved through other means?
- If the recommendation is to maintain status quo, how can the workload be resources given the HRO offices will not be staffed to continue?

-
- If the recommendation is to achieve our purpose through other means, described those means and their impact on the career program registrants.
 - Should the division inventories be consolidated with the HQDA inventory? If the recommendation is yes, describe how the process would flow; i.e., who would convene the panels, maintain the data base, develop the referrals, how the work could be resources, etc.

The Work Group met in Atlanta, GA on 11-12 December 1995 to review data, discuss alternatives and develop a recommendation.

WHAT'S DRIVING THE NEED TO CHANGE?

It was important for the Work Group to understand the factors driving the need to change in order to develop appropriate alternatives. Included were:

- Resources. Downsizing is occurring at all levels within the organization and is expected to continue for the next several years.

- HR Regionalization. The Work Group was provided an update and regionalization of HR. Regionalization will change the way HR does business. Within the Army, there will be 10 regions; 7 CONUS and 3 OCONUS. The National Capital and South East Regions will be the first two regions established in FY 95. The Civilian Personnel Operations Center or CPOC (Regional Office) will be responsible for:

- Recruitment and Placement
- System Administration
- Technical Services/Records Management
- Training

The Civilian Personnel Advisory Centers or CPACs (Local office) will be responsible for:

- Labor Relations
- MER
- Position Classification
- Training

The majority of the resources will be located in the CPOCs. The CPACs will not be staffed to handle the work necessary for administering the CP-18 referral process. The CPOCs consider the program outside the work normally to be performed by them and will probably not do it unless paid by the activity.

-
- **MSC Missions and Functions.** Changes in missions and functions of the MSC as described in the Witherspoon Report will impact the ability of MSCs to continue administering the system as is presently done. Operating functions have been eliminated at the MSCs and resources will not be available.

EXISTING SYSTEM

It was important that the operation of the existing referral system be understood by the Work Group in order to make appropriate changes. The details of registration, panels and referrals for GS-13s, 14s and 15s under the existing system were reviewed. The major steps identified are show below. There may be some variation to these steps depending on the MACOM or Division procedures or structure.

FOR GS-13 POSITIONS

REGISTRATION

1. In response to an annual or mid-year announcement, careerist completes and submits career program registration forms through supervisor and reviewer to local HR office.
2. Local HR office reviews forms package for accuracy and completeness and certifies qualifications of positions requested.
3. Local HR office forwards to MSC HR office or to CPM.

PANELS

4. MSC HR sets up and convenes rating panel, coordinating panel membership, dates, locations, etc., with MSC Career Program manager.
5. MSC HR provides panel feedback to local HR offices for dissemination to careerists. MSC HR inputs panel results in automated database. MSC HR maintains inventory.

REFERRAL

6. When GS-13 vacancy occurs, after availability of mandatory placement candidate is checked and cleared, the request for career referral is submitted by local HR office with input from supervisor to MSC HR.
7. MSC HR mails inquiries to careerists in automated database to determine interest and availability.
8. An AD HOC Panel is convened and conducted by the MSC HR office to develop the best-qualified list.
9. The list is furnished to the local HR office for selection process.

FOR GS-14 AND GS-15

REGISTRATION

Step 1, 2 and 3 above are the same.

PANELS

4. MSC HR sets up and convenes rating panel, coordinating panel membership, dates, location, etc., with MSC Career Program Manager.

5. MSC Panel rates for all functional categories including Chief and Asst. Chief.

6. After panel is completed, MSC HR separates career packages to be rated by HQ Panel, makes copies, and completes all administrative requirements, usually express mailing packages to HQUSACE to meet deadline.

7. HQUSACE convenes panel to rate careerists for Chief and Asst. Chief positions.

8. HQUSACE HR inputs results into automated database.

9. When vacancy exists, request for career referral list is submitted by local HR office with input from supervisor through MSC to HQUSACE.

10. AD HOC Panels are convened at HQUSACE (for GS-15 positions) and at MSC (for GS-14). The referral list of best-qualified candidates is prepared and referred through channels to the requesting office.

ALTERNATIVES CONSIDERED

The various alternatives evaluated by the Work Group included the following:

- Maintain the existing system
 - In house
 - Civilian Personnel Operations Center (CPOCs)
- Merit promotion for all grades (similar to process being used for GS-12s)

-
- Centralization at HQUSACE
 - Modify the existing system
 - Merit promotion for part
 - SKAP system for part
 - Others
 - Have Career Program Manager Handle
 - Let each District handle

The pros and cons, where they could be identified, of each alternative were discussed by the Work Group and are summarized in the following tabulation.

EXISTING SYSTEM

PROS

Everybody is familiar with it
Fairly high degree of acceptance
It works!
Provides corporate approach
Only career program with SKAP system
Provides careerist feedback
Career focused
Maintains ready inventory of candidates
Rapid response
Facilities career counseling

CONS

Labor intensive
Not possible because of Army HR system
Paternalistic
May be too costly

MERIT PROMOTION

Reduces careerist overall paperwork
CPOC resources to do (may not accept other methods)
Reduces workload for USACE HR assets
Eliminates maintenance of central inventory

Eliminates corporate approach
No career focus
High risk of not getting quality list
Increased time for filling for jobs
Limited feedback to careerist

CENTRALIZATION AT HQUSACE

One data bank for GS-12 and above
Pre-registration (self-certification)
Maintains consistency & uniformity
Maintain ready inventory
Wide geographic consideration
Still a SKAP system

Requires additional
resources at CRO
Pre-registration (self certification)
No corporate approach to Pre-screening
functional areas

MODIFY THE EXISTING SYSTEM

Eliminates need for MSC SKAP panel
Saves resources at MSC level
Reduces paperwork for GS-13 group
Modifies present process to work with
regionalization of HR
Moves accountability for rating to supervisor
reviewer
Gives careerist better opportunities for
consideration across functions
Provides consistency for external applicants
(up to GS-13)
Focuses application efforts on specific vacancies
Places more responsibility on careerist
Prepared office for implementation of HR
regionalization
Test several system in the event of further
HR reductions

No corporate approach to pre-screening of
functional areas except key positions
Raises expectations of careerists
Potential for increase in CRO workload
(Non-key GS-14 positions)
Increases risk of careerist not getting word and
may take more time to fill positions
Changed system will be disruptive

CPM RESPONSIBLE FOR EXISTING SYSTEM

No pros other than retaining existing
system

Lack of resources
Impact of other duties
Lack of expertise in HR and related areas

DISTRICTS RESPONSIBLE FOR EXISTING SYSTEM

Local program
Responsive to supervisor

Local program
No national inventory
Lack of consistency throughout Corps
CPAC not resources

RECOMMENDED ALTERNATIVE

The Work Group carefully reviewed each alternative and discussed the various pros and cons of each. It was determined that modifying the existing system was the most viable alternative.

This alternative consists of using the merit promotion process for GS-13s, as is done now for GS-12s, and modifying the SKAP process for GS-14s and 15s. Modifications would place more emphasis on the ratings by supervisor and reviewer. For all functional categories other than Chief and Assistant Chief, the DA panel will accept the final reviewers rating. Area and Resident Engineer positions will be reviewed as key positions. Ad Hoc panels for GS-15 and key GS-14 positions would be convened at HQUSACE and Ad Hoc panels for other positions convened at MSC to develop the best qualified list. This alternative would involve minimum disruption to the work force, should be easy to implement, and is definitely doable within the resource constraints. It would also be compatible with HR regionalization concepts. The major steps in the alternative are shown below.

EXISTING SYSTEM MODIFIED

- GS-13 Merit Promotion

- Supervisor sends request to Civilian Personnel Advisory Center (CPAC) to fill position
- CPAC send to Civilian Personnel Operations Center (CPOC) with appropriate documentation of KSA's
- CPOC announces based on a predetermined areas of consideration by planning board
- CPOC determines if applicants meet minimum qualifications
- CPOC provides pool of qualified applicants to CPAC
- CPAC obtains approval of list (priority placement, etc.) from CPOC
- CPAC provides list to supervisor
- Supervisor selects, coordinates with EEO, and informs CPAC and CPM
- CPAC provides information to CPOC (referral, selection, etc.)
- CPOC makes offer

- GS-14/15 SKAP Modified and Key Position

- Employee fills out SKAP package in response to announcement (annual and midyear)
- Supervisor and review complete ratings

-
- ACPM collects and organizes packages in coordination with CPAC and forwards to Central Referral office (CRO) at HQUSACE
 - DA Panel reviews/rates Chief and Asst. Chief categories; accepts as final reviewer's rating on all other functional categories. Note: Area and Resident Engineer positions will have to be reviewed as key positions.
 - Results put in inventory and feedback provided
 - Supervisor requests fill to CPAC and provides KSA's
 - CPAC sends to CPOC
 - CPOC requests referral from CRO with copy furnished ACPM
 - CRO generates roster and sends out I&A
 - CRO convenes Ad Hoc Panel for GS-15 positions to determine best qualified (also for key GS-14 positions and possibly non-Corps non-key positions)
 - Ad Hoc Panels for other positions convened at MSC, to develop best-qualified list.
 - CPAC provides list to supervisor
 - Supervisor selects, coordinates with EEO, and informs CPAC and ACPM
 - CPAC provides information to CPOC (referral, selection, etc.)
 - CPOC makes offer

Note: Coordination occurs with EEO throughout process

IMPLEMENTATION

The recommended changes to the CP-18 central career referral process would result in minimal disruption and still allow a corporate approach in filling key positions. Develop of guidance regarding areas of consideration, application forms, etc., will be necessary to insure consistency. Changes in the AR may be required and PERSCOM approval will be needed. An appropriate marketing system should be utilized to educate the Career Program Managers and Careerists about changes prior to implementing them. Employee unions should be coordinated with and as much of the process as is possible should be automated to save resources.